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ADULT EDUCATION REVIEW

1954

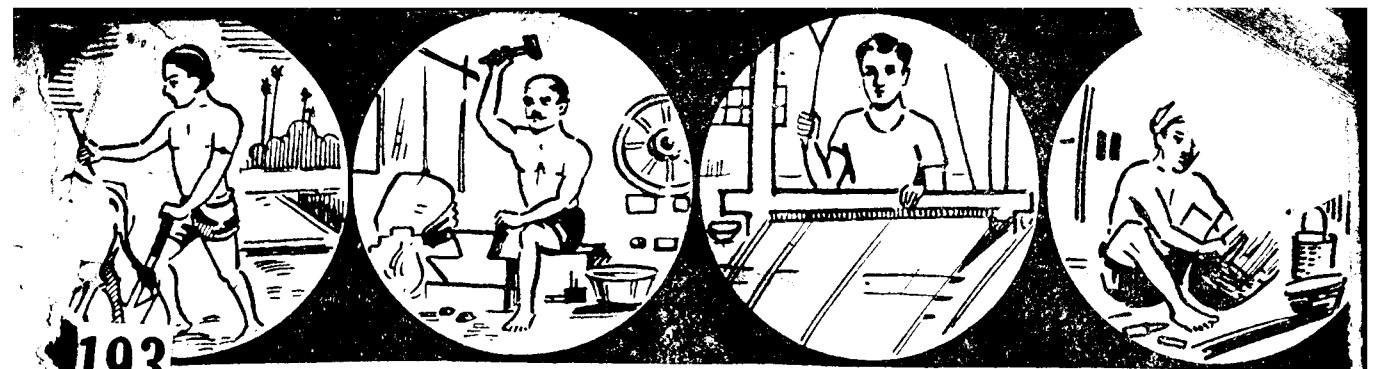
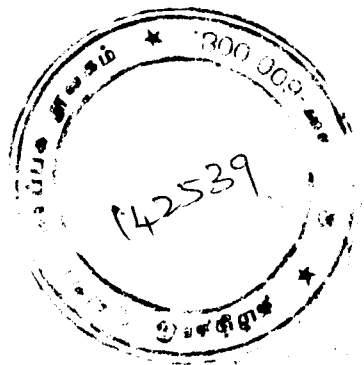
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ADULT EDUCATION REVIEW

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

Asst. Editor. Sri. S. Aravatham.



APR 1954 FEBRUARY, 1954 [No. 4]

Teachers should not take
Part in unhealthy political
Activities" says Minister Rajaram

Inaugurating the Ninth Annual Conference of the Teachers of Elementary Schools run by the Chingleput District Board, Minister Rajaram cautioned the teachers against allowing politics to interfere with their day-to-day professional work.

The Minister's warning to teachers is uttered not a day too soon. It is an open secret that some teachers, although a small minority yet, are trying to inculcate irreligion in the name of commonsense and irreverence in the name of science. This must stop.

The advise applies equally well to those who are promoting Adult Social Education which is a non-party and non-sectarian movement.



PUBLISHED BY T. J. R. GOPAL

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OFFICIAL REPORT READY

**Second South Indian Regional Seminar on
Adult Education held at Ernakulam
in April 1953**

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

Vol. V

FEBRUARY, 1954.

No. 4

EDITORIAL

Literary Workshop at Mysore.

The Literary Workshop organised at Mysore by the India Government and the Ford Foundation under the auspices of the Mysore Adult Education Council has finished its labours. It came to a close on 15-2-54. Mr. John B. Bowers, Director, UNESCO Fundamental Education Centre, Yelwal, Mysore, inaugurated it on 15-1-54. He made two fine observations: "Illiteracy is not an isolated problem which can be cordoned off and eliminated. It is at once the symptom and the cause of a more complex condition which I will diagnose as 'Social and Economic Regression' So, let us not consider Literacy in isolation. Let us rather consider it as a vital part of a wider purpose—a purpose which must be pursued vigorously and scientifically—to help people to help themselves." Self-education is the bedrock of self-improvement. As a means to self-education Literacy is supremely necessary. However, according to Mr. Bowers, the world is littered with the ruins of Literacy Campaigns for many reasons of which he would

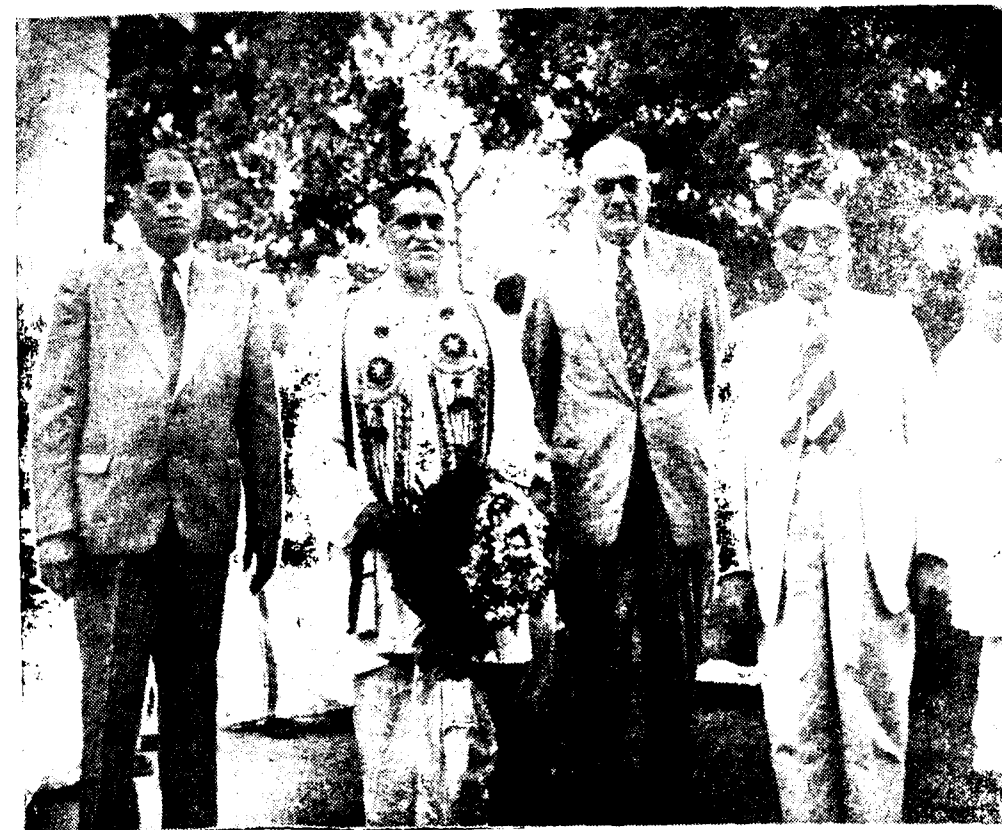
emphasise one: "Any mass Literacy movement is doomed to failure unless there is a sufficient supply of interesting, entertaining and profitable literature available to those who have mastered the initial skill of reading. "The second of his observations which we would commend to our readers runs as follows: "Books for neo-literates—villagers or townsmen—cannot be produced by talks and discussions; nor can they be produced in a few days; nor can they be produced in an academic environment. The essential work must, I believe, be done in the villages themselves, with the people and I venture to say, in large part, by the people themselves". Whether we agree with Mr. Bowers in every word of what he said or not it is clear that we cannot help appreciating his main point that no centralised Workshop can manufacture books for the neo-literate. That is where we have felt that the very name Literary Workshop was really inappropriate. What is associated with a Workshop is mechanised process. Probably

even the expression Literary Craft Centre might have been a more satisfactory description for craft has the human element of diversified beauty about it. This is, however, in passing. The trainees gathered at the Workshop were themselves highly developed individuals who, according to report, did their work conscientiously and well. Attempts were also made to follow up Mr. Bowers' advice by repairing to rural atmosphere and trying out what the trainees had written with the mass of people who had to profit by it. They were 23 in number. During the period of one month of their training they produced 43 illustrated cards, 28 folders, 28 books in three stages and 3 follow up books in Kannada, Telugu, Marathi, Tamil and Malayalam. This appears fair enough work; however, this array of languages itself should arouse thought. Would it not be more in keeping with the real objective if every language area worked out its own programme in its own rural setting? While it is true that international, national and large regional attempts are needed to focus larger and wider experiences together, it appears almost axiomatic that we should cover the fundamental social groups in a more systematic manner. It is upto organisations at the top to realise that decentralised attempts should be given a much greater scope. In fact it should have been a problem for Mr. T. Madiiah Gowda, the good and amiable Director of the Mysore Literary Workshop, to find population in the different languages dealt with to go to for trying out manuscripts. In fact it should have been found difficult to find men who could, as instructors, handle these languages. Under conditions which obtain in our country where

even a small percentage of the village craftsmen, artisan or worker, is not educated enough to speak or write of his craft with intelligence and where the educated man is utterly ignorant of even the language employed by the village worker it is necessary that the writer for the neo-literate should actually employ himself in conversation with the village toiler and get the inspiration and vocabulary necessary. We therefore suggest that picked writers such as have been trained in the Mysore Literary Workshop should be given all encouragement to live in contact with the villagers actually at village workspots and do their job as next best to what actually the concerned worker himself has to do when he has come into his own. If we can develop one good Community Centre in every district at a village where vestiges of the full life of the village still exist and put a proper individual trained in the art of writing also at its head we may have created the atmosphere for Craft literature to be produced. Libraries of Craft Literature should be attached to Adult Training Institutions so as to arouse interest in the subject as a first step. In India there are very few publications on village crafts, arts and industries. They should all be got together both from Governmental and other sources. To serve as general models for Community Centres in English speaking countries may also be collected. Even at a Literary Workshop like Mysore this type of assistance might have been very useful to trainees. We are sure preparation of lists of such literature and collection and exhibition, if possible, would be good work for organisations like the Indian Adult

A Champion of Adult Education Honoured

Photo taken on the occasion of an "At Home" given to Mr. P. S. Kumaraswami Raja by Mr. B. D. V. Ramasawmi Naidu, at his residence on 6-2-'54 in honour of his appointment as the Governor of Orissa.



Left to right: Mr. B. D. V. Ramasawmi Naidu, Mr. P. S. Kumaraswami Raja, Mr. B. W. Batchelor and the Hon'ble Mr. Justice P. Chandra Reddy.

Education Association. We are equally sure that the Mysore State Adult Education Council under the leadership of Sri T. Madiiah Gowda will ere long carry out schemes in this behalf. We ourselves will publish in our next issue a list of publications in English indicated for Community Centres in England and

Scotland made out by our Editor Sri G. Harisavottama Rau who at the request of Sri Madiiah Gowda was present at the Mysore Literary Workshop for sometime and gave a talk to the trainees covering the whole ground. May the good work begun at Mysore filter down to the actual villager as quickly as possible.



P. NACHIMUTHU GOUNDER, POLLACHI, PASSES AWAY
29-11-1902—7-2-1954.

Born in Hindu Vellala Community on the 29th November, 1902 at Pollachi, in Coimbatore district, Sri P. Nachimuthu Gounder, the only son of Palani Gounder was brought up under difficult circumstances by his pious parents, who were not very rich.

He was educated in the local school. As an implicit and obedient student, he won the appreciation of his school masters. His initial faculty and power of organisation gradually developed and attracted a good number of friends. Though he was very good at studies, he had necessarily to discontinue, to bear the responsibility of supporting his aged parents.

In spite of the several difficulties which he had to face, he endeavoured to commence the business of transport agency to the Anamalai Hills, even in

his tender age, which gradually developed on a sound basis.

His prompt, efficient and regular conduct of the business in those difficult days, greatly aided him in winning the favour and appreciation of the several planters, who were then mostly Europeans.

The volume of business he had to handle and his keen desire to speed up the transport, prompted him to go in for automobile vehicles. He thought it fit to introduce bus transport facilities to the hills and conducted the same in a small scale under his sole care. Several such bus transports further sprang up to compete. To avoid unhealthy competition among themselves and to place the bus transport to the hills on a sound basis, he took great pains to amalgamate and

thus founded the Anamalai's Bus Transport Ltd., in the year 1931. This was an uphill task for him. The steady growth of this concern on a firm footing is mainly due to his organising and administrative capacity. By his efforts the concern has risen up to its present position, which is one of the best transport companies in South India.

As per the will and wish of his parents, Mr. Gounder, married Srimathi Rukmani, in a respectable family during the year 1921 from which time fortune smiled upon him and blessed him with his only son Sri N. Mahalingam, in 1923.

As an elected Municipal Chairman of Pollachi Municipality in 1931, great improvements were done to the town by his strenuous efforts and able administration, during his brief term of three years till 1934; improvement of Elementary education, opening of a higher grade school exclusively for girls, and illumination of the town by electricity, deserve special mention.

To honour Mr. Gounder, the succeeding Chairman and Municipal Council got his life size portrait unveiled in the Council Hall by Sri T. S. Avanashilingam Chettiar, Member of Parliament in the year 1939.

He was the trustee of the local Mariamman temple continuously for more than two decades. His pious disposition and devout faith towards the Goddess Mariamman, imbibed from his revered mother, was the secret of his success in all endeavours. Year after year, he conducted the Mariamman car festival with all pomp and glory. The renovation of the said temple was done by him in 1952 at a cost of about two lakhs of rupees. The Ashtabandhanam Kumbabishagam was done in a grand manner, strictly observing all the religious ceremonials. This was his cherished ambition in life, and he had his mental satisfaction of having fulfilled a laud-

able object. This renovated grand Mariamman Temple and Gopuram stand as a monument of Mr. Gounder's memory.

He was pious, philanthropic and charitable. He had the faculty of observation and understanding of persons. He was a friend of the poor and needy. He always had a kind heart to his employees. He was very social and no important function in these places had taken place without his personal contact and liberal contribution. He was a supporter of Congress and extended immense help during the elections for the success of the Congress.

Rupees three lakhs worth of immovable properties have been endowed under a trust-deed for various recurring charitable purposes. The annual celebrations of the local Mariamman Car festival, Scholarship endowments for the poor and deserving students, daily distribution of cow's milk to children under two years of age are the important items of charities which are to be met from the annual income of Rs. 12,000 nearly, derived from the said trust property.

His innate nature of personal supervision of various works and the great enthusiasm and zeal that he evinced in all matters naturally affected his health. In spite of his shattered health, he showed great interest in all his work.

After a brief illness due to heart attack, Mr. Gounder expired peacefully at 9-30 a. m. on Sunday the 7th February, 1954 at his bungalow 'Sakthi Nilayam', Pollachi, leaving behind his wife, Rukmani and his only son Sri N. Mahalingam, B.Sc., A.M.I.E., M.L.A., and a wide circle of friends and relations to bemoan his loss.

This unexpected and premature death is a great shock and irreparable loss to one and all.

The news of his death spread rapidly far and near and many hastened to his bungalow 'Sakthi Nilayam' to pay their last respects to him. All the

ceremonial death rites were performed by his son. The dead body was taken in procession to a place behind his bungalow and was buried near the Samathi of his dear mother, with profound feelings of grief of his kith and kin and numerous friends.

From the evening of the 7th February, innumerable letters and messages of condolence are being received continuously from Delhi, Madras, Bangalore, Tanjore, Ramnad, Coimbatore, Tiruchirapalli, Malabar districts, Valparai and many other places. Chief among them were from Justice N. Somasundaram, Sri P. S. Kumaraswami Raja, Governor-Designate of Orissa, Sri T. T. Krishnamachari, Minister for Industries (Central), Sri Rajaji, Chief Minister, Madras, Dr.

U. Krishna Rao, Sri K. Venkatasami Naidu, Sri C. Subramaniam, Raja of Ramnad, Sri M. Bhakthavatsalam, Srimathi Jothi Venkatachalam, Sri A. B. Shetty, Sri K. Rajuram Naidu, Sri J. Sivashammugam Pillai, Speaker, Madras Legislative Assembly, Sri G. D. Naidu, Sri S. Anantharamakrishnan and from many other Assembly Members, business magnets and friends.

Mr. Gounder had very close connections with M/s. Burmah-Shell for the past about 20 years. His friendly relationship with them as well as all other concerns like Simpsons, Ford, Firestone, Dunlop, Goodyear, India, T. V. S. and similar automobile concerns in India was always cordial.

Let his soul rest in peace.

WORLD LITERACY REPRESENTATIVE'S VISIT TO MADRAS

Mr. Steward Meacham, representative of World Literacy, Inc., New York, U.S.A., during his short sojourn in Madras City, paid a visit to the Office of the South Indian Adult Education Association at No. 10, Narasingapuram Street, Mount Road, Madras-2, on 12th February, 1954, and spent some hours with the leading members of the Association studying its activities and exchanging ideas and information. He was received by Sri G. Harisarvothama Rau, Mr. Ignasius Absalam of the Government Arts College, Sri A. G. Vilva Roy, Sri M. I. Jagannath and Sri T. J. R. Gopal.

Mr. Absalam gave a detailed account of the Adult Literacy work being done by students in Madras City and its neighbourhood. Sri Harisarvothama Rau gave an account of the work that the Association had been doing. A general discussion ensued on various aspects of the role of Adult Literacy in Social Education. Mr. Meacham explained in detail the aims and objectives of the World Literacy, a non-missionary organisation; he was now surveying the problem of Adult Literacy in India. After completing the survey and thereby getting to know the special requirements of India, he said, the organisation would consider how it could help,

financially and otherwise, private organisations which were working to spread adult literacy.

Accompanied by Sri Harisarvothama Rau, Mr. Meacham visited the Office of the Director of Public Instruction, and met Sri Perumal, Adult Education Officer to the Government of Madras State, and Sri Raghava Reddy, Adult Education Officer to the Government of Andhra State.

Mr. Meacham had an interview with the Commissioner, Corporation of Madras, and then visited and watched the work of Asok Vihar.

In the evening Mr. Meacham addressed the students of the Adult Night High School, Perambur, which is being run under the auspices of the Association. Sri G. Harisarvothama Rau presiding on the occasion. Sri K. Hanumantha Rau, Headmaster, gave an account of the progress made by the Adult Night High School.

Mr. Meacham found time to pay a short visit to the Community Centre at Swatandarnagar.

Mr. Meacham had his dinner in Woodlands, along with Sri Harisarvothama Rau, Sri A. G. Vilva Roy and Sri T. J. R. Gopal.

MEETING OF EXECUTIVE COMMITTEE OF THE S. I. A. E. A.

The first meeting of the Executive Committee of the South Indian Adult Education Association elected at the Ninth South Indian Adult Education Conference (held at Tirupathi on 9th and 10th January 1954) was held in the office of the Association, No. 10, Narasingapuram Street, Madras-2, at 5 p.m. on Saturday, 13th February 1954. Sri G. Harisarvothama Rau, Chairman of the Executive Committee, presided. The following members were present:—Sri K. S. Ramaswami Sastri (Vice-President), Sri P. S. Krishna-swamy, Sri S. Airavatham, (Publicity Secretary), Sri T. J. R. Gopal (Organising Secretary), Sri M. J. Jagannath and Sri D. T. Arasu.

At the outset the Committee adopted a condolence resolution relating to the demise of Sri P. Nachimuthu Gounder of Pollachi and authorised the Organising Secretary to communicate the Resolution to Sri N. Mahalingam, M.L.A., of Pollachi, son of the deceased.

Then the Chairman accorded a welcome to the new members.

The Committee authorised the publication in the *Adult Education Review* a report of the proceedings of the Ninth South Indian Adult Education Conference held at Tirupathi on 9th and 10th January 1954.

The Constitution of the Association as adopted at the Tirupathi was read out and approved. the Committee making the following additions: *Quorum*—The quorum for a meeting of the Executive Committee shall be five, and for a meeting of the General Body fifteen. *Notice of Meeting*: Five days notice should be given of a

meeting of the Executive Committee, and ten days notice for a meeting of the General Body.

The budget for 1954-55 presented by the Organising Secretary was approved.

The Committee resolved to send a deputation consisting of the Chairman, Vice-President Sri K. S. Ramaswami Sastri, Sri T. J. R. Gopal and two others to meet the Education Ministers of Madras and Andhra States and present to them the resolutions adopted at the Ninth South Indian Adult Education Conference.

The Committee resolved to send a deputation consisting of the Professor N. G. Ranga, M.P. President, Sri G. Harisarvothama Rau, Chairman, and one other to meet the Central Government Ministers and acquaint them with the work and requirements of the Association.

The committee authorised the Chairman to write and request Chevalier J. L. P. Roche-Victoria M.L.A. to remit to the Association the sale proceeds of the cinema projector he had purchased out of Association funds.

The Committee authorised the Chairman to write to Sri N. Raja Rao of Kakinada and ask him to return the Association's van at an early date.

The committee resolved that a campaign be conducted for enlisting members for the Association and that the President, the Chairman and Vice-Presidents, be pleased to prepare an appeal to the public for the aforesaid purpose.

Sri T. R. Raghavan of Madurai was co-opted as one of the members of the committee.

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

UNESCO Publishes "International Directory of Adult Education"

UNESCO has just published "The International Directory of Adult Education", which is intended to provide a reference work for adult educators and to facilitate contacts with their colleagues abroad or in other parts of the same country. The definitive edition of the Directory, a volume of 321 large pages, replaces a draft offset edition issued in 1950.

Every effort was made to make the new edition accurate and comprehensive. A large measure of help was received from national authorities, organizations and individuals, and the final text represents the combined contributions of many hundreds of people.

The core of the book consists of the names and addresses of educational organizations, with a short account of their aims, methods and publications. Within a single country, such a procedure might be sufficient to serve national needs. The foreign reader, however, requires more information surveying adult educational conditions in relation to the country's cultural and educational conditions if he is to understand the roles of the different bodies at work in his field. An introductory description and historical section is therefore given for each country. Finally there is listed a number of agencies operating at an international level, and very often set up to federate national organizations with common aims.

Part one of this work lists the international agencies of an official character,

such as the United Nations and its Specialized Agencies, emphasizing their activities on behalf of adult education. Part two includes non-governmental organizations, some of which work directly in the field, while others only incidentally. This distinction is reflected by grouping the latter under "Useful Addresses." There are about 50 international organizations in the first category, some 24 in the second.

In Part Three some 50 countries are arranged alphabetically. Because of wide differences between national movements, no uniform pattern has been adopted for the entries, but usually there sections are to be found: an introductory statement, explaining the present pattern of adult education; a list of organizations and agencies; and their addresses. Bibliographical and general indexes provide a means of reference to any journal, topic or agency dealt with in the Directory.

The Directory makes clear that until there can be standardization of definitions of the terms used in adult education, there can be no valid comparison between different types of programmes. The contents of the volume will permit, however, comparisons to be made on the different approaches possible in fundamental and adult education and the extensive range of programmes operating at present.

The Directory will provide a valuable basic tool for the preparation of comparative studies, and is an essential resource for all concerned with the education of adults.

SRI L. M. PYLEE'S VISIT TO ADULT NIGHT HIGH SCHOOL

Sri L. M. Pylee, Principal, St. Albert's College, Ernakulam, Vice-President of the Association along with Mr. T. J. R. Gopal and Mr. M. I. Jagannath visited the Night High School for workers at Perambur on 20th instant and addressed the students of the school.

Adult Education is best insurance against totalitarianism

Professor Ranga's Warning to the Enemies of Democracy

The following is the second and concluding part of the proceedings of the Ninth South Indian Adult Education Conference held at Tirupathi on 9th and 10th January, 1954 :—

Sri T. Madiah Gowda, B.A., L.L.B. M.P., President, Mysore State Adult Education Council, sent the following message :—

The problem of Adult Education is a matter of life and death. Its effective solution is of urgent and vital importance to the stability of democracy of our motherland and to our economic, moral and social progress. A strenuous effort of every one of us is of utmost necessity to make the Adult Education in our country an accomplished fact. I am glad that one more conference is organised under the auspices of the South Indian Adult Education Association and that it will be held at the feet of Shri Venkatesa, our God of blessedness and light. May I pray that He may bless the conference for its glorious success.

Sri M. Venkatarangaiya, M.A., retired Professor of Politics, University of Bombay wrote: I am glad to learn that the Ninth South Indian Adult Education Conference is meeting at Tirupathi under the distinguished Presidentship of a great leader like Professor N. G. Ranga—an old and valued friend of mine. From several points of view I consider Adult Education is even more urgent and important than the education of the boys and girls of the school going age. I am sure that the conference will consider all aspects of the problem and give a fresh impetus to the movement. I wish the conference every success.

Chevalier J. L. P. Roche Victoria, M.L.A., and General Secretary, South Indian Adult Education Association, sent a telegram wishing the conference all success.

PROFESSOR RANGA'S ADDRESS

Delivering the Presidential Address, Professor N G Ranga, M.P., said:

The movement of Adult Education, has assumed a special importance and urgency in the whole of the Democratic World since the people of all democratic countries are obliged to think, comprehend and decide for themselves and by themselves why and how they are to safeguard their civic liberties and fundamental human rights and achieve social justice and thus face the challenge of dictators and votaries of dictatorship to impose their will on them all. From one end, more and more intellectuals and social leaders are declaring that it is only through totalitarian methods and leadership that social progress can be achieved and social justice attained and also that capitalist exploitation and social injustice can never be ended through Parliamentary democracy and non-violent means. To reinforce their arguments and to mesmerise the masses into accepting their lack of faith in the capacity of the people at large to decide for themselves upon various methods and stages of social progress through peaceful means, political

parties are growing everywhere. If the masses of all the democratic countries are to be able to withstand such hypenotism and overcome their own usual intellectual lethargy and proneness to leave such complicated problems to the tender mercies of the enemies of democracy and peaceful progress, then they must be insured against such socially erosive and disruptive influences. The best insurance can only be Adult Education, as without it, the cause of world democracy and indeed the future of the masses will be in imminent danger. To neglect Adult Education and to trust the so-called commonsense of the untutored masses is to invite the totalitarian forces to destroy whatever civil liberties and fundamental rights the world's masses have come to attain and enjoy through the painful labours of millions of martyrs and heroes of human freedom.

It is the duty of the Leaders of the Adult Education Movement to present the pros and cons of most of the ideas and ideals, problems and possibilities that are implied in the various contemporary issues that

come up before the world's masses for their decisions.

If this movement is to succeed in this great and growing function, it has to ensure the literacy of the people among which it is to function. It need not suspend or neglect all its other aspects pending the spread of literacy, but it has to devote the major portion of its resources for the development of literacy. The special importance of this has been brought to the fore in India in view of our awful experience of the first General Elections in 1952 on the basis of adult franchise with only the aid of symbols for candidates. Tens of millions of our masses got confused, complained of having voted wrongly and otherwise made an unsatisfactory use of their votes because of their inability to read and therefore, their vain efforts to depend upon the confusing array of the symbols.

The Adult Education movement can play its role more easily where or once there is adult literacy and so to achieve universal literacy is only its basic and preparatory function. This Adult Education movement is of fundamental importance even where and after universal literacy comes to be an accomplished fact. Hence its prevalence and progress in all the European and American countries.

CONFLICT OF RIVAL IDEAS

In the contemporary world, there is a continuous conflict between the rival ideas of Parliamentary democracy and totalitarianism, between the primacy of political freedom or that of equality of economic opportunities, between the right of the people to choose their leaders and that of the leaders to choose for the masses, between the claim of the masses for fundamental social rights and the claim of the social philosophers and parties for forcing the masses to go through a phase of tutelage and compulsory militarisation in the hope of achieving social progress and freedom at a later stage. Our masses who have the privilege of choosing their political and social leaders through the periodical general elections have to understand the pros and cons of these conflicting ideas, these ideological challenges and then make their choice. That they are not yet ready in most countries to make a proper or tolerable choice and that they cannot be expected to avoid making suicidal

choices has been proved more than once during the last 100 years by the way in which the plebiscites had placed dictators in the saddle, as in 1860 in France, in 1924-1926 in Italy, in 1934 in Germany, to mention only a few instances. The experience of Latin American countries has been even more pitiable. If such is the case with the Western peoples who have enjoyed universal literacy for more than five decades, what can be the prospects for our masses with their colossal illiteracy?

But the Adult Education movement is not and cannot be partisan as between different and rival political parties. Each of the political parties can, of course, make its contributions to it, in its own way, by attending to the adult educational needs of their supporters but the champions of this movement, as such, have to take scrupulous care to place before the public the pros and cons of the ideas and ideals of all political and social parties and groups.

This movement is a world wide one and has to concern itself with the world currents of thoughts, ideas and ideals. For instance, it is our duty, so long as we have faith in this movement, to explain to our masses, the ideas which have influenced the founders of the UNRRA, the U. N. O. and all its associate world organisations such as the UNESCO, I.L.O., F.A.O., W.H.O., W.T.O., ECAFE, and the aims and ideas for which they stand.

It is now universally accepted that there is great need for achieving social justice among all nations and peoples; that its achievement will ensure world peace; that the whole world is one and indivisible, in peace or war, prosperity or poverty, in progress or degradation and that no one hemisphere, country or people or class of people can live long in peace and prosperity, if the other portion is condemned to war or penury, yet we know that for long periods, nay centuries, it has so happened that a number of spheres—almost self-contained or insulated—enjoying diametrically opposite conditions of life—have been in existence for centuries. Oftentimes, these different spheres of influence and economic and political existence have functioned in rivalry with each other and some have prospered at the cost of the others and there has been continuous conflict—whether apparent or not—as between them. Inter-

national trade has been imposed by some powerful States over the less powerful States even at the point of the bayonet as had happened in Japan and China and many a State had had to resort to the device of National Tariffs to foster the local industries as against the competition of the world markets. So one may wonder why it is that the United States of America which was unwilling to take part in the 1933 World Economic Conference and favoured National Self-sufficiency has now become the champion of multi-lateral world trade and which refused to join the League of Nations in 1921 has become the champion of the United Nations! We are told that the advent of the Atomic Age has created a revolution not only in the politico-economic spheres of life but also in men's minds and also in the light of the total war—world wide in its scope and effects and the Atomic Age which has become *fait accompli*. Thanks to the bitter experiences of the Second World War, it is only commonsense for political and social leaders of the world to shed the prejudices and faiths of the first half of this twentieth century and think in terms of the basic facts and principles of this post-war period and second half of this century.

It is however common knowledge that even the advanced sections of the Western nations have not yet begun to behave in conformity with these changed physical and moral conditions of the world and the concepts of its moral being. Their Governments are still rooted in their old traditions and ideas of exploitation of the colonial peoples, and less advanced nations.

UNPREPAREDNESS OF THE MASSES

Why is this so? It is mostly due to the fact that their peoples, though possessing literacy and a smattering of modern knowledge, are as yet half-educated and are incapable of arguing out things in a sensible and progressive manner. It is so also because most of their leaders are as yet not free from the thralldom of their moorings of imperialist and exploitative socio-economy. There is this unpreparedness of the masses and their leadership to grapple with the fast-moving panorama of world conditions which prevents modern humanity to march in keeping with its times, not to speak of marching ahead of the

contemporary necessities. All this is the consequence of the neglect of Adult Education by our past generations.

What is worse, there has been wrong kind of Adult Education, imparted from the pulpits, platforms and press and also by educational and social institutions. The effects of Goebel's propaganda and 'Mien Kempf' thesis have become notorious. The Kiplingism from one end and the propaganda of Comintern from the other have played their own part in monopolising the minds of millions all over the world.

The Puranic teaching of the superiority of certain sects and sections of people, the cults of Shintoism, the Mandarin's, Pasha's and Tribal chief's superior rights, the Hegelian-Hitlerian dogma of State supremacy, the modern religious and political teachings of the infallibility of the 'Book' as given by some teachers and annotated by the established Churches, whether religious or political, have all done their mischief on the minds of the contemporary masses and are doing their worst even now against the beautiful and young minds of our students all over the world. The present day ideals of Parliamentary democracy, peaceful and all round revolution, of one world indivisible in its humanity, equality of all human beings before their respective national laws and before the world charter of Human Rights find it so hard to gain a good enough footing in the minds of our masses, not to speak of gaining a predominant place. Why? Because the old teachings have created their protective shells in the world's mind in the garb of castes, class, national, continental and religious prejudices, predilections, traditions and habits—both physical and intellectual. Therefore the post-war ideals have to war for their very propagation against so much of this debris of the past. This sacred and inevitable war can be carried on only by the Adult Education movement.

The enlightened of this post-war world have realised this insistent need. So they have established the UNESCO for the purpose of propagating the new ideals of universal brotherhood and unity of all humanity. To be able to do this, it has to clear the debris of the past from out of the minds of humanity. It can aim to achieve this terrific task by seeking to re-educate the present day teachers, by revolutionising or humanising the teaching methods, by

transforming the text books, by multiplying literature and libraries which breathe and house the new Avatar of Saraswati with her life giving teachings and by creating suitable social and intellectual atmosphere all over the world, all round the adults and students, in which they can be helped to imbibe the New Spirit of Brotherhood of Man, indivisibility of this world and humanity and the inviolability of the personality of every human being.

The UNESCO has done considerable work in these directions through its valuable researches, in fundamental aspects of education, in the Social matrix of peoples suffering from colour and racial prejudices and atmospheres of conflicts due to the confluence of races and colours and in publishing new literature and in organising public libraries. The pity is that the attention given to its work in the years before 1950 is not being maintained and the last Secretary-General has had to resign in protest against the unwillingness of the member Governments to contribute adequate funds to expand its functions and increase its usefulness to the world.

One of the greatest moves made under the influence of the U.N.O. ideals is to get the nations of the world to agree on an 'Universal Charter of Human Rights' to be accepted and respected and implemented by the constitutions and socio-political institutions of all countries and their Governments. Much progress was made in drafting the charter, allotting the priorities to the various rights and suggesting the ways and means for respecting those rights and enabling citizens to enjoy and enforcing them. But the Soviet nations have so far failed to recognise these draft proposals. It is futile to attempt to apportion the blame as between the democratic and Soviet nations, because they approach this matter from two diametrically opposite conceptions of democracy and human rights. But what is necessary is for the democratic nations to finalise their conception of this charter and seek to implement it through their constitutions and Governmental, educational and other social institutions.

But who is to see that these Governments accept this charter? Only their peoples. When can they do this? Only when they can comprehend the need for this charter, and utilise their political power and social influence with their

Governments and Parliaments. Even this becomes possible only when they are educated about the fundamental needs of humanity for Human Rights, basic enlightenment, uncontaminated, by the influences inimical to the U.N. ideals. Hence the need for the Adult Education movement.

The Second World War yielded the F.A.O. and W.H.O., while the first World War produced the I.L.O. and both have made the civilised world realise its responsibilities towards the undeveloped, much exploited non-self-governing peoples of various continents. The ideas and ideals which permeate these new endeavours towards social justice on a world scale are the very breath for the survival of the modern world. How can there be social progress if more than half of the world's humanity is condemned to sub-human standards of food and nutrition but how can they be all fed well and fully if the peasantry who form 70 per cent of world's population are forced to live and struggle under uneconomic conditions of work and suffer from long periods of unemployment and under-employment? Surely it must be possible to end such evil and inhuman practices of burning down the Brazilian coffee, the sinking in sea of American agricultural surpluses, the uprooting of peasant masses in Soviet Russia because of their refusal to accept uneconomic prices and the compulsory draining away of rural wealth into towns, as is being attempted by the one-sided enforcement of war time price controls.

The F.A.O. seeks to find a solution for these and such other evil forces by encouraging the agricultural producers to aim at maximum production through the adoption of the most efficient methods of production, use of land and human resources and by persuading the consumers all over the world to agree to pay remunerative prices so as to enable peasants to maintain themselves on decent standards of life. It attempts to raise the nutrition levels, salvage humanity from its present sub-human standards of food and nutrition. It seeks to get over the transitional difficulties of over production in the mechanised areas and sub-human conditions of existence in the under-developed and poverty-ridden parts of the world by the mechanism of placing such surpluses at specially lower price-levels at the disposal

of the under-privileged sections of the under-developed nations and especially of their children and by making up the losses by levying a special charge on the resources of the whole world, through a suitable mechanism of graduating the burden of such a levy.

Some of us have had the honour of working in co-operation with Boyd Orr and Norris Dodd in working out a draft programme for such a rehabilitation of both the producers and consumers of the food products of the world. But so far the member Governments have not found it possible to give a trial for such a scheme, because they are too much enslaved to the pre-war concepts of conflicts of interests between producers and consumers, tricks of world trade and the momentum of their national antarky. How can we hope to make rapid enough progress in this essential field of raising the nutritional standards of humanity and building up healthy and well fed citizens until and unless we banish international competition and conflicts which have so far condemned most people of the world to sub-human nutritional levels and the consequent diseases and vulnerability to all other diseases? Is it not a fact that the W. H. O. can perform its functions and fulfil its excellent aims fully and satisfactorily only if the F. A. O. is made to function successfully?

The I. L. O. has done a tremendous lot of useful and humane work during the last 30 years in protecting industrial labour and ensuring decent, humane and minimum standards of employment, working conditions, wages, allowances, protection from accidents, unemployment, incidence of sickness and industrial diseases, and exploitation by middlemen and employers. The movement for the world charter of Human Rights has gained its present momentum because of this spade work carried on by the I.L.O. By universalising the noble concepts of the Right to live and the Right to work, the Right to read and write, and the Right to organise Trade Unions, the I.L.O. has paved the way to the contemporary progressive world's attitudes towards labour and dignity of manual labour. The frippite nature of its constitution—that is, to give representation on its General Assembly and Governing Body to the respective

Governments and equal representation to both employees and employers, has raised industrial labour from being the unprivileged and unrecognised industrial element into that of an honourable partner in industry, equal to the industrialists themselves. It only the same status had been vouchsafed to world's peasantry on the F. A. O. the future of the world would have become brighter and more assured.

The I. L. O. has yet to achieve many basic improvements and assure protection to world's labour. Millions of Africans and Asians are even to-day forced to work under sub-human conditions of life, at nominal or no wages and on works which are intended only to tighten their politico-economic chains. Forced labour is one of the greatest engines of organised exploitation practised by the governing class or caste or people in different parts of the world and even in this second half of this twentieth century. In India, some of us took up this matter, under the leadership of the I. L. O. and succeeded in getting it abolished to a great extent. Yet it persists in our tribal areas, and over our hills. The I. L. O. has appointed an authoritative Commission on Forced Labour. The Commission has unearthed the prevalence, magnitude and incidence of this terrible crime on the dignity of humanity in many parts and in all continents of the world. The Soviets protested against the Commission's refusal to accept as normal State function the Soviet condemnation of millions of its criminals for political or economic offences to work in concentration camps and labour corps; so did the European powers protest at the castigation of their treatment meted out to their African tribes on their industrial and urban centres in African colonies. Nevertheless the I.L.O. and the Forced Labour Commission have bravely insisted that this blot on humanity must be removed and the dignity of a human being, as such, must be recognised and respected. By such courageous campaigns has the I. L. O. striven since 1919 for the progress of toilers.

The ECAFE has been organised to give effect to the post-war conception that the advanced and developed nations of the

world have a special duty to transfer a portion of their accumulated wealth, especially of their annual accretions of wealth to the under-developed nations and parts of the world in order to minimise the disparities in and unequal distribution of the world's goods and technical skills and equipment and thus raise the general levels of all sections of humanity. The U. N. Charter, based upon the wartime enunciation by the Allied Powers of the Four Freedoms, has set before the world the ideal of providing minimum standards of life and equipment and education of the people of all nations and in pursuance of that ideal, the ECAFE, the Marshall Aid Plan, the Colombo Plan, the T. C. A. and Point Four Programme of the U. S. A. have come to be launched.

Yet the progress that has so far been achieved is so insignificant, because the practical contribution that the developed nations are willing to make is so inadequate and grudging. Why? Because the peoples of the developed nations have not come to recognise the vital necessity of making their contributions in these directions as a means of insuring themselves from world war. Because the peoples of the undeveloped countries have not realised their need to press their claims on the developed portion of the world for adequate assistance. To visualise noble ideals, progressive aims and to establish great institutions are in themselves good achievements but to see that they gain sufficient momentum, politico-social drive and significance and achieve rapid human progress, enlightened public opinion is most essential. To achieve such a basic pre-requisite, the Adult Education movement is needed.

The cause of world peace is specially dear to us in India because our National Father has lived and died for the peaceful solution of all conflicts and peaceful attainment of human happiness. It is also most precious to us because we need peaceful conditions in and around India to achieve the progress and happiness of our people. Our people are one of the poorest and most under-nourished and under-developed sections of the world's masses.

At long last we have launched upon the Five Year Plan and we need have to implement two such Five Year Plans with three to four times the resources, before we can hope to reach the minimum standards of human welfare, attained so long ago by so many of the Western nations.

We have therefore realised the need for world peace as a condition precedent for our progress; hence our determination not to be involved in the International Rivalries of this Atomic Age.

We have enshrined in our constitution the directive principles in the hope that as a people and as a society we will march ahead, through the aid of our Welfare State, towards their fulfilment. We have placed before ourselves the ideals of social justice and human progress to be attained through creating social conditions conducive to make it possible for our masses to achieve and enjoy their fundamental rights. How can we achieve success in these directions unless the educationists also play their role? How can our Adult Education movement play this role unless it realises and preaches what has been so aptly said by the Secretary-General of the U.N.O. that "our work for peace must begin within the private world of each one of us"? To build a world of justice, we must be just. And how can we fight for liberty if we are not free in our own minds? Let us also ask ourselves the question, how can our people be free in their minds unless they are enlightened by the Adult Education Movement to the realisation of the significance of our ideals of Welfare State, our directive principles, our standards of Fundamental Rights of human beings and our conception and need for world peace and social justice? It is to pursue such a high ideal with all its poignant urgency that our movement calls for volunteers and enthusiasts from every cadre of our educated youths.

Such is the noble and vast perspective for our movement. It is the basic foundation and accompaniment of all progressive movements, and of all dynamic moves that can be made by all parties and countries. Let there be no misconception that to

attempt to spread these great ideals and progressive concepts is to lend any special support to any one political party or class or caste or nation. These are ideals and concepts of the U.N.O. and its Associate World Organisations, established by all the Governments, as being the greatest measure of agreement as between themselves and in the light of the public opinion that took shape under the stress and in the wake of the challenge of the second world war.

I am convinced that the Adult Education Movement has to shoulder its responsibility to popularise these ideals and concepts and prepare world's humanity to comprehend, embrace and implement these basic faiths of this century and thus ensure the progress, and peace and unity of all peoples and hemispheric nations. It is this great and noble task that we, who are devoted to this movement, whatever may be our other responsibilities and activities, have to fulfil through our endeavours. Let everyone who is working in a rural library in howsoever a remote village, or who is conducting a literacy campaign among the adults of a hill or a valley, or who is publishing a small pamphlet spreading any of these ideals or any of its facets or who is organising a Radio Forum or a Debate or symposium or a study circle or a workers or peasants or artisans summer or winter or week-end study classes remember that by his labours, this great world movement of enlightenment and peace and progress of humanity at large is being promoted. It is in this consciousness that I feel proud of and grateful to every one of our fellow workers in the Adult Education movement in this and all other countries for their indelible and everlasting service to the great cause of human progress.

In a sense, this conception of Adult Education movement is spiritual in its inspiration. That is why the Adult Education Society of England was started a century ago by religious minded enthusiasts. Dr. Mansfield organised the Workers Educational Association more than forty years ago because he realised the spiritual character of this movement. I was brought into its vortex in 1922 because I realised, while studying at Oxford that English democracy could not

achieve the desired progress because their workers were not properly educated and enlightened and did not realise the value of their Parliamentary rights and responsibilities. My practical experience of the Andhra Rural Library Movement during 1917-20 convinced me of its capacity to awaken the illiterate masses of our villages to their socio-political rights and the demands of their times. It was because of my appreciation of the services rendered by the Andhra Publications through the Vignana Mandali under the editorship of Sri G. Harisarvothama Rau, the doyen of the South Indian Adult Education Association, I have undertaken to write and publish a number of popular brochures from 1923 onwards on the social movements and ideals and experiments that were then influencing the Western Nations. By 1934 I was able to assure myself of the co-operation of a number of Andhra intellectuals, including G. Harisarvothama Rau, M. Bapi Needu, Nyapati Narayana Rao, Garimella Satyanarayana, Unnava, Swami Shiva Sankar, N. Satvanarayana, Kasinadhuni Nageswara Rao, Deshabhakta and therefore Rama-Needu Adult Education came to be inaugurated by Mahatma Gandhi in December 1933 and the Indian Peasant Institute was started in April 1934. From that time onwards I have been devoting from six to 10 weeks every year specially for the propagation of this Adult Education movement by training batches of youths, most of whom hailed from peasant Harijan and other rural homes and spreading the basic principles of Welfare Economics and Social Democracy and by conducting a follow-up programme to instal these trained youths in rural centres and social institutions for carrying on social and educational work.

It was in 1937 that some of us gathered in Delhi in the first All India Adult Education Conference and founded the Indian Adult Education Society. It is interesting to note that Sri B. Shiva Rao, who has come to play such a great role in the Trusteeship Council and the Committee for the Non-Self Governing countries, functioning under the U. N. auspices, Aruna who is a leading light in Indian politics, Richardson, an Oxonian and a product of

British Adult Education Society, Chet Singh, an Oxonian Indian Christian and Dr. Basu, the present Director of Indian Institute of Education were also my colleagues on its executive. I am grateful to the South Indian Adult Education Association for having expressed its appreciation of my services to this cause in its very first Conference held in 1938 under the presidency of that doughty champion of our cause Sri Roche Victoria who later came to be a post-Swaraj Minister in Madras State.

Both the All India Society and this South Indian Association have done much useful work, especially by way of publishing their journals, preparing and popularising the literacy charts prepared by Sri G. Harisarvothama Rau, by publishing a number of text-books specially suited for adults and by holding Adult Education Exhibitions. The services rendered to this movement by the path-finding efforts of the Baroda and Mysore States and the purely unofficial efforts made by the Andhra (Rural) Library Association under the leadership of Sri Ayvanki, G. Harisarvothama Rau and Paturi Nagabhushanam and by the Andhra Adult Education Society founded by the late Sanivarapu Subbarao, in 1935 and its publication in English "The Indian Adult Education Movement" are memorable. I wish to pay my tribute, from this chair, to all the selfless workers and leaders who have rendered such invaluable services to this great cause of Saraswathi and I trust that their fine example will continue to inspire more and more of our youths and educationists to place their services at the lotus feet of Saraswati.

Let us not forget to pay our tribute to all our ancients who have been catering from the Vedic times through the Eras of Buddha, Tiruvalluvar, Basava, Ramanuja, Avvayyar, Vemana, Sumati, Veeresalingam, Bharati to the Adult Educational needs of our masses. We owe to them much of our best adult educational equipment and it is

SECOND DAY'S PROCEEDINGS

The second day's session of the Ninth South Indian Adult Education Conference was devoted to general discussion, reading of reports, adoption of the revised consti-

because of the sound foundations laid by them, such as the Kalakshepams, Recitals by Ballad Singers and Bards, that our so-called illiterate masses have come to possess even this much of worldly knowledge, didactic capacity, moral stamina and spiritual enlightenment.

At the same time it is necessary for us, in this age of Adult Franchise, Democratic Rights and Organised Efforts in every sphere of life and large scale circulations of capitalist owned Daily Press, to make institutional propagation of this Adult Education movement. Hence our welcome to these Adult Education Associations in every linguistic area and their federal groupings through such as this South Indian Adult Education Association.

It is now the duty of the Governments of Madras, Andhra, Hyderabad and Travancore Cochin States to take a hand in promoting this movement. They can and ought to give financial and other assistance to this Association and its regional branches. The All India Radio can promote this movement by instituting Adult Education Radio Forums and publishing scripts for such Radio discussions and popularising the various campaigns for the spread of the social ideals embodied in the Indian constitution and the U.N. Charter. The Union and State Governments ought to give special encouragement to the Rural Library Movement, they should publish a series of useful, interesting books in popular styles on various subjects and in all the regional languages and sell them at cheap prices. It is necessary that a small committee of experts should be appointed to study the ways and means by which the Union and State Governments and the various non-official agencies, including Adult Education Associations, Teachers Guilds and University Authorities, Students and youth organisations can co-operate with each other and thus achieve the abolition of illiteracy in the next ten years and raise the levels of socio-political enlightenment of the masses.

tution of the South Indian Adult Education Association, and passing of Resolutions. The President, Professor N. G. Ranga, M.P., was in the chair.

Sri T. R. Deenadayal, District Educational Officer, Chittoor, opening the general discussion, suggested a research organisation for Adult Education. He said: Statistics should be collected and a co-ordinating agency set up to finalise schemes and to suggest how the energy of all Government Departments could be harnessed for the purpose. Adult Education work should be handed over to the Firka Development Department. The syllabus for Adult Education was framed thirteen years ago and it was highly necessary that a committee should be set up by the Conference to scrutinise the syllabus and modify it according to the present day needs.

Referring to what Sri S. Airavatham had stated in his welcome speech, Sri Deenadayal said it was not correct to say that officials were guided mostly by the files and staggered by the magnitude of the problem of adult illiteracy. After all files were records of experience of every phase of a problem. Officers came into close contact with the people, and derived from such contact considerable knowledge of the conditions of life of the people.

ORGANISING SECRETARY'S REPORT

Sri T. J. R. Gopal, Organising Secretary, S.I.A.E.A., then presented the following report:—

In accordance with established practice, it is my responsibility to give, and so I am giving, a brief account of the work done and progress achieved by the South Indian Adult Education Association which, as you are aware, represents the un-official wing of the Adult Social Education Movement in South India comprising four language regions as well as four States. We, Adult Educationists, are quite at home here at Tirupati, the separation and establishment of an Andhra State having only tended to strengthen our solidarity.

This is the first South Indian Adult Education Conference to be held in the newly created Andhra State, and it augurs well for our movement that we are meeting at Tirupati to which many an afflicted person comes crying for comfort and from which many an afflicted person derives solace and returns with peace of mind restored. What applies to individuals applies with equal force to institutions and organisations. Fear lurks in certain minds—all though personally I have no such fear, indeed there is no room in my composition for any kind

of fear—that the process of formation of States on the basis of language culture, which has just begun with the establishment of an Andhra State and which is not unlikely to fulfil itself much more quickly than some people imagine, may dis-integrate our South Indian Social Adult Education Movement. My prayer is, may the Lord of Tirumalai help us avert such a catastrophe. We Adult Educationists have to be strong optimists. We are waging war against adult mass ignorance and adult mass illiteracy, a more formidable enemy than even political and economic domination, with its tentacles spread all over the world. The Adult Social Education Movement is, and should develop into, an All-India Movement. Let us by all means in our power and notwithstanding many discouragements and rebuffs maintain at least the solidarity of the South Indian Adult Social Education Movement. May the Lord of Tirumalai bless our effort with success.

KOZHIKODE CONFERENCE

My story begins with the Eighth South Indian Adult Education Conference held at Kozhikode on 18th and 19th May 1952 with Sri L. M. Pylee M.A., B.L., a former Education Minister of Travancore State and now Principal of St. Albert's College, Ernakulam, as its President. A large number of Delegates from all parts of the then composite State of Madras, including those deputed by Local Bodies, were present and took part in discussions. A special session for women was also held. Messages wishing the Conference all success were received from Maulana Abul Kalam Azad, Education Minister of India, Shri Sri Prakasa, the Governor of Madras, and others.

Dr. M. V. Krishna Rao, Education Minister, Madras State, who was to have inaugurated the Conference but could not fulfil the engagement, sent a message giving a very encouraging assessment of the movement in words which are worth quoting and worth remembering. He said:

"Increasing emphasis has to be laid on the expansion of Adult Education if our democratic State and hard-won freedom are to be preserved and maintained. There is no conflict between the urgent need for the expansion of Elementary Education and Adult Education, as it is incorrectly surmised by some people. You are all aware that no mere official agency or Departmental

activity can do justice to this cause. This movement for Adult Education can become a national movement only if there is full co-operation between the enlightened citizens and the popular Governments. It requires hundreds and thousands of patriotic workers with missionary zeal to prosecute this movement. We, the educated, especially those who have taken to teaching as their vocation, and the students who are enjoying the benefits of higher education in this State at the expense of the illiterate and ignorant people in our country, owe a heavy debt to them, which has to be redeemed without any delay."

Dr. Krishna Rao gave the assurance that the State Government would take its legitimate share and "offer its co-operation to those patriotic workers who are guiding the movement of Adult Education."

The Conference adopted a number of momentous resolutions requesting the Government, among other things, "to create a separate Department of Adult Education at the Secretariat level with a strong and predominantly non-official body to advise and guide the Department, with initiative vested in it." The office-bearers and members of the Executive Committee of the South Indian Adult Education Association for the ensuing term were elected, besides a General Council which was created for the first time under a constitution revised and formally adopted for the purpose. It is my duty to state the facts in this connection. On account of various circumstances the revised draft constitution did not receive due attention before it was passed by the Conference. Subsequently, and in actual working, the revised constitution has revealed a few flaws. After all, mistakes are meant to be corrected. We have taken the necessary steps for the purpose. At a meeting of the Executive Committee of our Association a Sub-Committee was formed and entrusted with the work of preparing a draft re-casting the constitution. The Sub-Committee has produced the draft which will be placed before the Subjects Committee and then before the Conference for approval and adoption. I appeal to one and all of you, my leaders and co-workers, to help in giving the right shape to the constitution. Ours is a dynamic nation-

building movement. An organisation conducting such a movement must have an effective and fairly fool-proof constitution.

DEPUTATION TO EDUCATION MINISTER

A deputation from the Association, consisting of its chief office-bearers and led by Sri G. Harisarvothama Rau, Chairman of the Executive Committee, waited on Dr. M. V. Krishna Rao, Minister for Education, Madras State, on 28th July 1952 and presented to him the Kozhikode Conference resolutions, with due explanation. The need for creating at the Secretariat level a new Department for Adult Education and for setting up an Advisory Council with adequate powers and so as to give due attention to the un-official wing of the Adult Education movement was urged. Promising to give his best consideration to the proposal, the Minister said he would try to bring about co-ordination between the various parts of the Governmental machinery with reference to Adult Education effort. Sri K. M. Unnithan, I.C.S., the then Education Secretary to Government, was present throughout and took part in the discussion. Along with the resolutions a memorandum prepared by Sri Harisarvothama Rau was presented to the Minister. Stressing the need for arousing popular enthusiasm, the memorandum pleaded for substantial State assistance to non-official organisations working in the field and for an annual grant of Rs 3,600 for the South Indian Adult Education Association to enable it to organise different branches of activity. The memorandum further urged that "the Governmental side of the Adult Education business should be so organised as to make all the development Departments of the Government, the Local Bodies and non-official organisations feel that they are real sharers in the endeavour."

THE THIRD SOUTH INDIAN ADULT EDUCATION WEEK

A meeting of representatives of organisations interested in and devoted to Adult Education work was held on 23rd August 1952, and a Central Committee was constituted with Dr. M. V. Krishna Rao, Minister for Education, Madras State, as President, and Mr. J. L. P. Roche Victoria as General Secretary cum Treasurer, to undertake the necessary preparations for

celebrating the Third South Indian Adult Education Week. The South Indian Adult Education Association, the chief of the sponsoring bodies, issued a circular on 10th October 1952 explaining the purpose of, and outlining the general programme for, the Week celebrations and appealing for public co-operation and support.

As President of the Central Committee Dr. M. V. Krishna Rao issued a statement in the course of which he said:

"As in many other fields of constructive endeavour, South India has done good pioneering work during the past twelve years also in the sphere of Adult Education. The South Indian Adult Education Association has led the drive for Adult Literacy on a well planned basis. The First and the Second South Indian Adult Education Weeks organised by and celebrated under the auspices of the Association brought about widespread awakening among the people, a live sense of social responsibility among the educated classes and an intense desire for self-education among the masses."

Appealing for public support the Minister for Education said:

"An item of the Week would be collection of money for the State Adult Education Fund by sale of flags and tickets. Adequate funds are needed for expanding the activities of the Association. What was collected during the First and the Second South Indian Adult Education Weeks has helped to start a number of Adult Education Centres and keep them going. Generally speaking, these Centres have been doing some good work and are certainly capable of doing something better. With more money, the existing Centres could do better work and new Centres could be opened in places where the atmosphere is congenial and there is scope for real work. We appeal to all Adult Education enthusiasts to organise sales on a large and wide scale and help this great cause."

A brochure was issued by the Association giving full information and the detailed programme for each day of the Week to be followed in all places, urban

and rural, with modifications warranted by local conditions and requirements.

The Government of Madras issued a circular through the Education Department, of which the following is the operative part:

"The Government desire that the Collectors of all Districts and Heads of all Departments should make the celebration of the Week a success. They are requested to instruct their subordinate officers to render all the help necessary in this matter. Collectors of Districts are requested to form District Committees in Districts where they have not been so formed, and re-organise them in Districts where they have been organised but are not working properly. District Heads of all Departments may be included as members in the Committee. Taluk, Firkas and Village Committees may be formed within a District with prominent Departmental officers and the leading non-officials as members. Collectors of Districts may also arrange for holding public meetings in as many places as possible and to give wide publicity to the Week celebrations. The Director of Public Instruction is requested to instruct District Educational Officers and other local education officers to give all the required information in regard to the Adult Education Centres and the Committees formed by them and also to issue instructions to all schools to render all assistance in the celebration of the Week."

The Week was duly celebrated from the 8th to 12th November 1952. Encouraging messages were received from India's Education Minister, Maulana Abul Kalam Azad, Shri Sri Prakasa, Governor of Madras, the late Dr. R. K. Shanmukham Chetty, who was then Vice-Chancellor of the Annamalai University, Dr. Amarnatha Jha, President of the Indian Adult Education Association, Delhi, and others. The Minister for Education, Madras State, Dr. M. V. Krishna Rao, inaugurated the Week in Madras City at a mass gathering in a pandal erected for the purpose in Swatantranagar, a colony of sanitary employees of the Corporation of Madras, where the South Indian Adult Education

Association has been developing a Model Community Centre on a Co-operative basis. Mrs. T. Nallamuthu Ramamurthi presiding, a conference of women teachers and workers devoted to Adult Education was held and addressed by speakers stressing the especial need for literacy among women. Under the auspices of the Madras Students Council, a Students Rally was held and addressed by Dr. B. V. Narayanaswami Naidu, Sri T. Chengalvarayan, the then Mayor of Madras, presiding. Similarly, Collectors, District heads of Departments, Educational Officers, and prominent non-officials, teachers and students playing their due part, the Week was celebrated with great enthusiasm and sustained interest at hundreds of centres, urban and rural.

Heaps of reports of the Week celebrations were received in the Association office. All the reports were appropriately and neatly summarised by our Publicity Secretary, Sri S. Airavatham, with the skill and vision of a seasoned journalist and accomplished writer which he is, and published in the monthly official journal of our Association, the *Adult Education Review*.

SECOND SOUTH INDIAN (REGIONAL) SEMINAR ON ADULT EDUCATION

A Second Regional South Indian Seminar on Adult Education was planned right from the Kozhikode Conference in May 1952. Office-bearers as well as members of a Working Committee for the Seminar were elected at the Conference itself, and St. Albert's College, Ernakulam, was fixed as venue for the Seminar.

National and Regional Seminars on Adult Education have been held in India in pursuance of the policy enunciated by India's Education Minister, Maulana Abul Kalam Azad, in his Closing Message to the UNESCO-sponsored International Seminar held in Mysore in November-December 1949. The first Regional South Indian Seminar on Adult Education was held in the Bessnt High School buildings, Adyar, Madras, in April 1951; and its object was to evolve Adult Literacy techniques. It was inaugurated by Professor Humayun Kabir, Joint Secretary, Ministry of Education, Government of India; and the valedictory address was delivered by Sri K. M. Unnithan, I.C.S., the then Education

Secretary to the Government of Madras. Both Professor Humayun Kabir and Sri Unnithan gave the first and foremost place to literacy in the Adult Education programme. Functioning through four Language Groups, the first Seminar produced a good number of Recommendations for spreading Adult Literacy.

The object or theme of the Second Regional South Indian Seminar on Adult Education was to devise ways and means to the preparation, production and distribution of books suited to the psychology and requirements of new adult literates with a view to preventing their relapse into illiteracy and equipping them for self-education and citizenship responsibility. Sri G. Harisarvothama Rau, one of the three Joint Directors of the Seminar, issued a Draft Working Paper explaining the theme in vivid detail and giving guidance to prospective authors of neo-literature. The South Indian Adult Education Co-operative Publishing Society, Limited, sponsored a prize competition scheme with a view to encouraging authors and securing the support of patrons, and gave a list of subjects of practical, work-a-day interest to adults, for the guidance for authors.

The Second Seminar was duly held in St. Albert's College, Ernakulam, from 21st to 26th April 1953. His Highness the Rajpramukh of Travancore-Cochin State, inaugurated the Seminar. The Most Rev. Fr. Mgr. Joseph Vaippichery, as Chairman of the Reception Committee, welcomed H. E. the Rajpramukh, the Delegates and Observers, and others. Sri L. M. Pylee, Director, and Sri G. Harisarvothama Rau, Joint Director, explained the purpose of the Seminar. Committees were elected and Language Groups formed. The questions of preparation of materials for books from folk songs and folk drama and the epics of India and from foreign sources, production and distribution were discussed threadbare by the Language Groups and definite recommendations formulated. Sri G. Harisarvothama Rau presided over all the meetings and got the Seminar through. The Ministry of Education, Government of India, was represented at the Seminar by Dr. Haggartey who also delivered a lecture at the Seminar on the role of Adult Education in the development of democracy. Throughout the Seminar session, a Bulletin was issued every morning by our Publicity Secretary, Sri S. Airavatham.

containing the proceedings of the previous day.

OTHER EVENTS

I have finished with the major events of the period under report. Let me now deal with minor events which are no less important. On 7-5-1952 an appeal was addressed by me to Sri C. Rajagopalachari, Chief Minister of Madras, requesting him to give impetus to the Adult Education movement by requesting Collectors to carry out G. O. No. 2180 Education, dated 3rd May 1950, wherein the Government of Madras declared that liquidation of illiteracy must be the concern of the whole administration in all its Departments and not the duty of the Officers of the Education Department alone. I pointed out that Prohibition and Adult Education are closely allied, that released from the drink octopus the adult would take to education with avidity and equip himself for citizenship responsibility, and that all the other Districts may be asked to follow the lead given by South Arcot District. A reply was received from Sri K. M. Unnithan, I.C.S., Education Secretary, stating that Government would issue orders reiterating the instructions in the G.O. regarding the need for officials of all Departments frequently visiting Adult Education Schools and giving useful talks there.

A Conference convened by the Director of Public Instruction to consider the new Tamil Primer published at the instance of Dr. Frank C. Laubach as also the question of follow up literature was held in Government Arts College, Madras, from the 21st to 27th November 1952. Dr. Laubach himself presided. Our Association was represented at the Conference by Sri G. Harisarthama Rau, Sri S. Airavatham, Sri P. S. Krishnaswamy and myself. Although the Tamil Primer did not commend itself to those assembled the consensus of opinion was that the old chart standing in the name of Dr. Laubach and the old Primer standing in the name of Sri T.J.R. Gopal, that is, myself, should stand.

Handsome tribute was paid to Adult Literacy workers in South India by Mrs. Fred B. Fisher, Administrator, Allahabad Adult Literacy Centre, in the course of an exchange of ideas between her and representatives of the South Indian Adult Education Association when a party was given to meet her in the Catholic Centre, Madras, on 3rd March 1953. She said that it was

necessary for those engaged in fundamental social service to cultivate not only sympathy but also the capacity which she described by the word *empathy*, to put themselves in the place of the unfortunates for whose betterment all social service effort was meant. Sri K. S. Ramaswami Sastriar, Mrs. Nallamuthu Ramamurthy and Mr. Roche-Victoria took part in the discussion. Then and there a Sub-Committee was formed to take steps to start an Adult Literacy Training Centre in Madras. The Sub-Committee met on 17th March 1953 and decided to name the centre as "The South Indian Adult Education Training Centre". Sri G. Harisarthama Rau was elected Director and myself as Secretary. Mrs. Nallamuthu Ramamurthy was requested and authorised to start one Adult Literacy Training Centre for Women. The Sub-Committee met again on 25th June 1953 and resolved to inaugurate a Training Centre in Madras City, as soon as possible, to locate it in a central place, and hold classes for trainees for one hour and a half in the evenings for five days in a week, the entire course lasting for three months. Sri A. G. Vilva Roy was requested to prepare the syllabus for the Training Course.

As you are aware, our Association has been developing a Model Community Centre on Co-operative lines in Swatanagar, Krishnampet, Madras, which is a colony of a class of sanitary workers employed by the Corporation of Madras with a common language and way of life and with a community of interests in other respects. The aim of the Association is to create a multi-purpose Community Centre which will tackle the problem of adult illiteracy at the very root. Professor Hamayur Kabir, Additional Secretary to Ministry of Education, Government of India, laid the foundation stone of the Community Centre on 28th July 1953. He described the centre as the first of its kind in India and paid a tribute to the Association for evoking in the inmates of the Colony a desire to lift themselves up socially and otherwise through the Co-operative method. Eighteen grounds have been acquired from the Corporation by a Co-operative Site Society formed for the purpose. We are paving the way for the construction of houses.

The Night High School for Adults, which was started by the Association in Peram-

bur, Madras, has produced encouraging results during the period under report.

The Association was honoured when Sri G. Harisarvothama Rau was elected Director of the National Seminar on Adult Education which was held recently near Patna. He has also been enlisted for important work by the UNESCO which is now keeping him busy at Delhi.

The UNESCO authorities have accepted the recommendation of the Association and selected Sri C. R. Paramesh, B.A., (Hons.) for a course of training in fundamental education.

It is but meet that on this occasion I should acknowledge the great help I have always received from elders like Sri K. S. Ramaswami Sastri, Sri G. Harisarvothama Rau and Mr. J. L. P. Roche-Victoria.

The Association has yet much work to do. I hope it will grow from strength to strength.

Sri B. Satyanarayana, Divisional Officer, Adult Education Council, Mysore, read a paper on Adult Education work in Mysore State. He said that the State Government contributed to the tune of Rs. 5 lakhs and they raised one lakh of rupees by way of contributions from several sources and were maintaining in all 2154 Rural Libraries and Reading Rooms.

Sri K. M. Radhakrishnan, Member of the Executive Committee, read a paper on ways and means for improving Adult Education.

Sri P. Nagabushanam said that the Library movement in Andhradesa was not receiving adequate support from the State.

Professor Ranga suggested that representatives from Andhra, Kanara, Malabar and Tamil Nad should be invited to such Conferences to study and understand the problems of each other and seek remedies for difficulties experienced in the course of their work.

REVISED CONSTITUTION ADOPTED

The revised draft of the Constitution of the South Indian Adult Education Association was then taken up. It was read out clause by clause, put to vote after discussion and adopted as amended.

The following is the revised draft of the Constitution of the South Indian Adult Education Association, Madras, prepared by the Sub-committee appointed for the purpose by the Executive Committee and consisting of Sri K. S. Ramaswami Sastri,

Sri S. Airavatham, Sri P. S. Krishnaswami, Sri P. V. Veeraraghavan and Sri T. J. R. Gopal.

Name :—The Association shall be called "THE SOUTH INDIAN ADULT EDUCATION ASSOCIATION, MADRAS."

Place, address and area of operation :—The headquarters and offices of the Association shall be situated in the City of Madras, and its area of operation shall be South India comprising Hyderabad, Andhra, Mysore, Travancore-Cochin, Coorg and Madras States.

Aims and objects :—(1) The Association shall devote itself to Adult Social Education in all its phases and aspects, giving the first and foremost place for the next five years to Adult Literacy which is the *sine qua non* of all development and progress in Social Education.

(2) The Association shall spread the aims and ideals of the Indian Constitution and the U. N. O.

(3) The Association shall carry on propaganda for Adult Social Education by holding Conferences and Seminars, by promoting exhibitions and Adult Literacy Drives in compact areas, by publishing journals and leaflets, and by celebrating an Adult Education Week every year.

(4) The Association shall seek and enlist the co-operation of all agencies, Governmental and other, which are in a position to help in developing Adult Social Education effort.

(5) The Association shall do everything necessary to bring into existence a net work of Model Community Centres at the rate of at least one for each district, with a view to mobilising public support and promoting local community effort on a Co-operative basis towards the achievement of a full and prosperous life of the people.

(6) The Association shall devote itself to evolving Adult Literacy techniques and to preparation, production and distribution of popular and progressive literature in the various regional languages of South India.

(7) The Association shall have a network of branch committees on the District level, each district Committee having Taluk Committees under its jurisdiction, and such other Committees at lower levels as are found possible; and

(8) The Association shall by means of affiliation establish contact and maintain continued relationship with Students and

Youth Organisations, and Women's Welfare Associations and Social Service Leagues.

Membership :—The membership of the Association shall consist of four categories: ordinary, worker, life and institution. The rates of the annual subscription are Rs. 5 for ordinary and Rs. 3 for worker members, Rs. 100 for life member and Rs. 10 for institution members. The journals and leaflets published by the Association shall be supplied free of cost to every category of members. The term of membership shall begin with January and end with December of every year. Those who come to be enlisted as members in the course of a year shall pay for the full term. The Executive Committee shall decide every application for membership.

The Executive Committee :—The Executive Committee of the Association shall be elected at the General Conference and shall hold office until a fresh Committee is elected. Only members of the Association can be elected members of the Executive Committee. The Executive Committee shall consist of President, Chairman of the Executive Committee, seven Vice-Presidents, a Secretary General, an Organising Secretary, a Publicity Secretary, four Regional Secretaries, one for each language region, a Treasurer, and twelve members at the rate of three for each language region.

The President shall fill up interim vacancies in the Executive Committee in consultation with the Chairman of the Executive Committee. The Executive Committee shall decide every detail, direct and control the administration of the affairs of the Association in pursuance of the objects of the Association and in implementation of the resolutions adopted by the General Conference from time to time. It shall meet ordinarily once in three months at the headquarters office in Madras City or at any other place previously decided upon.

The President shall convene an emergency or extraordinary meeting of the Executive Committee either in his discretion, in consultation with the Chairman, or on receipt of a requisition signed by at least five members of the Committee.

The President :—The President shall be the head of the Association with full power to direct, control and regulate the work of the Association in all fields, in the matter of running its office and administering its funds.

The Chairman :—The Chairman of the Executive Committee shall wield and exercise all the powers and authority as derived from, and on behalf of, the President: he shall preside over the meetings of the Executive Committee and carry out the aims of the Association in all possible ways.

The Vice-Presidents shall perform such functions as may be delegated to them by the President. In the absence of the President or the Chairman of the Executive Committee, one of the Vice-Presidents shall preside over meetings of the Committee and other functions.

The Secretary General shall be the Executive Officer of the Association, and administer the affairs of the Association with the approval and in accordance with the directions and the previous sanction of the Executive Committee. He shall refer every matter to the Executive Committee and obtain its previous sanction by means of a circular. He shall by circular obtain the approval or ratification of the Executive Committee for every action he takes in his discretion. He shall carry on the correspondence of the Association and sign all letters. He shall prepare the budget in consultation with the Treasurer of the Association and present it to the Executive Committee for approval and sanction.

He shall publish a resume of the work done in every quarter as well as a detailed monthly statement of accounts in the official journal of the Association, the *Adult Education Review*.

The Organising Secretary shall be in charge of preparations for holding General, Special and Regional Conferences and Seminars and Exhibitions and maintain active relationship between the Association and the District Committees and affiliated bodies. He shall maintain his part of the correspondence and sign letters, but always in consultation with and concurrence of the Secretary-General.

The Publicity Secretary shall conduct the monthly journal of the Association generally under the guidance of its Editor, maintain the minutes of the meetings of Executive Committee, prepare the reports of all Conferences and Seminars conducted by the Association, draft circulars and important letters. He shall maintain his part of the correspondence and sign letters.

The Treasurer shall maintain the accounts of the Association with proper vouchers for every detail of expenditure.

Regional Secretaries shall do all that is necessary to intensify and strengthen Adult Social Education effort in their respective regions, acting always in co-operation with District and other Committees and affiliated bodies and giving their co-operation to the Organising Secretary.

General Body :—All the members of the organisation and those who are elected as Delegates attending the General Conference shall constitute the General Body of the Association. The General Body shall elect the Executive Committee of the Association and lay down the policy by means of resolutions and formulate the programme of the Association for the ensuing term.

The General Session shall be held once in every two years.

The tenure of Office of the Executive, including office-bearers, shall also be two years.

Revision of Constitution can be effected only at and by the General Conference, after giving due publicity to the proposed amendments.

RESOLUTIONS ADOPTED

Resolutions were then taken up, read out one by one from the chair, put to vote and carried.

The Resolutions read :

1. This Conference places on record its deep sense of sorrow at the demise of Janab Shafique-ur-Rahman, Sri N. Gopalaswamy Aiyangar, Dr. R. K. Shanmukham Chetty, Sri N. Halasram and Ganmella Satyanarayana and its gratitude for the services they had rendered to the Adult Education cause.

2. This Conference appreciates the Circular issued by the Government of Madras in connection with the Third South Indian Adult Education Week, wherein the Collectors have been requested to take steps to constitute District Adult Education Committees where such Committees do not exist and to strengthen the existing District Adult Education Committees.

3. This Conference requests the Collectors to take steps to strengthen the existing, and start fresh, District Adult Education Committees including representatives of the Local Library Authority, Teachers Organisations, Students Unions, and

Women's Organisations, besides the District Heads of Departments.

4. This Conference requests the Government to take the necessary legislative action (by amending the Factories Act), for instance) to make it obligatory on all employers to open Social Education Centres in order to spread literacy among their employees, among other things, and appeals to the employers to encourage the employees who pick up literacy in a suitable manner, and while recruiting new hands, to give due consideration to applicants who have become literate by attending Adult Education Centres and obtained Literacy Certificates.

5. Realising the need for co-ordinating the activities of the Library Authorities and the Adult Education Committees, which are at present working in water-tight compartments, this Conference requests the State Governments and the concerned District authorities to take suitable steps to help these two sister organisations to pool their experiences and supplement each other's work by holding joint meetings at least once every six months.

6. This Conference requests the concerned State Governments to appoint Committees to study the working of the Adult Educational institutions and the financial and other resources now available to them and the syllabuses so far adopted, and to suggest ways and means for improving the efficiency of the present system and for gaining greater co-operation from the general public, especially from the educational authorities, Local Boards, and students and for augmenting the resources of this movement in funds and in workers.

7. This Conference pays its tribute to the students in all the South Indian States and their organisations for the good work that they have been carrying on during the last ten years in spreading literacy. But this Conference has noticed a tendency to their sag in the tempo of their campaign for the spread of Social Education, and therefore wishes to warn them that unless they persevere in an enthusiastic, dynamic and organised manner in their efforts to spread enlightenment among our adults, India cannot hope to root out illiteracy and raise the cultural level of her masses. This Conference therefore appeals to our youths, students and teachers and their organisations to come forward and enrol themselves as volunteers and workers in the Adult

Education movements, to form local units to spread literacy, organise night schools, week-end study classes, recitals and kalakshepams, and report the progress of their activities to this Association.

8. This Conference is convinced that one of the best means to promote the Adult Education movement and to enable our youth to gain a minimum degree of love for and proficiency in Social Education and Social work is to utilise a part of the holiday-time of our students in Colleges for Adult Education work, such a method having the advantage of not involving additional expenditure for the Government or the Educational authorities or for parents, since the students' services are to be utilised while they are in the College and only during their holidays during the terms. Therefore this Conference requests the State Governments and Universities to insist that every student of Colleges shall put in half a day work for every fortnight of the term in Adult Education activities organised by the School or College or the local Adult Education Committee, as a preliminary qualification for being permitted to sit for the annual examination and that no student will be promoted unless he completes at least two full days service in Adult Education out of every three days.

9. This Conference places on record its appreciation of the initiative taken by the Mysore State Adult Education Council, the South Indian Adult Education Co-operative Publishing Society Ltd., and the Andhra Library Association in publishing not only a large number of text books for the special use of adults but also a number of standard books of general literature at low prices. This Conference requests the State Governments to institute a scheme for publishing in popular and attractive form either in full or in abridged editions as many standard works of literature and on other subjects of interest to adults and sell them at cheap prices.

10. This Conference requests the State Governments to invite poets and social workers to compose songs, poems, ballads and inspiring sayings to popularise the advantages of Adult Education as the means for enlightening our masses about the democratic objectives and ideals underlying the Constitution of India and also of the United Nations Organisation and its

associate organisations; then issue prizes for the best contributions and edit and publish them as annual contributions to this cause and sell them at cheap prices and supply copies of the same free of cost to teachers and social workers engaged in Adult Education work.

11. This Conference requests the Information and Broadcasting Ministry of the Indian Union Government to organise the Adult Education Radio Forum in all the regional languages, to constitute committees at State levels including representatives of the Education, Public Information and Agricultural and Cottage Industries Departments of the State Governments concerned and of the Adult Education Associations and Library Authorities and Local Boards and Teachers' Associations, students and youths and women organisations and to organise interesting and instructive broadcasts as well as Seminars and discussions once every week to be relayed from every one of their regional Radio stations and also to prepare scripts on the subjects to be covered and distribute them among the Forums and Adult Education Centres.

12. This Conference appreciates the initiative displayed by the Mysore Adult Education Centre and the Chittoor Kala Parishad in organising Art Exhibitions, Festivals of Folk Arts, Bhajanas and games, and exhorts the District Library Authorities, the Adult Education Committees and teachers and lecturers to organise such annual Exhibitions in as many places as possible and appeals to the Governments and the public to give every possible encouragement to the exhibitors and participants in such displays by issuing prizes and titles and other signs of appreciation. The order and texts of such titles, prizes and certificates may be prepared by the South Indian Adult Education Association for adoption and distribution by the concerned local Adult Education Committees or Educational authorities and to be awarded by the local Committees or Judges.

13. This Conference requests the South Indian Adult Education Association to draw up a plan for Social Education work for all the States on the lines of the work successfully carried out in Mysore State, and (if necessary) a Committee may be constituted for the purpose to secure the co-operation and support of the State Governments concerned.

14. This Conference requests the Governments of Madras and Andhra to instruct the District Boards and Municipal Commissioners to pay the salary and allowance due to the Adult Night School teachers regularly, promptly and without delay.

15. This Conference requests the Government to permit Municipalities and District Boards to contribute out of their funds up to an annual limit of Rs. 50 and Rs. 200 to give refreshments and tea occasionally to the adults studying in the night schools under their management.

16. This Conference requests District Boards to send for training all the persons who are employed in Elementary Schools under their management and who are selected by the District Educational Officer for training in the School for training Adult School teachers, and to discontinue the practice of sending some of them and asking the others to take leave and go at their own expense.

17. This Conference urges the authorities concerned to effect the following improvements: (1) the present practice of teaching the trainees to use and repair petromax lamps be given up since no petromax lamps are supplied to adult night schools; (2) the practice of laboriously preparing Adult Education charts involving two hours work a day be given up since the charts can be printed, and are seldom being used; (3) the practice of preparing slides be given up as in the adult night schools there is no magic lantern or projector. The time saved thereby may be used to impart to the trainees useful knowledge in civics and first aid and cottage industries like bee-keeping and poultry rearing so that the trainees may be of help to the adult night school students in modern ways besides merely imparting literacy. If this cannot be done the period of training can be cut down to one month so as to increase the number of trained teachers.

18. This Conference requests the State Governments to subsidise the writing of books of modern knowledge in an easy style for the new adult literates.

19. This Conference requests the Government to restart the Adult Education Training School for Women which was started and then closed down.

20. This Conference requests the Government to raise the age limit for selection for training for Higher Elementary and

Secondary training to 35 in the case of the untrained teachers who work in adult night schools, as this will induce many persons to open new adult night schools and help in the campaign against illiteracy.

21. This Conference requests the Government to circularise the Municipalities and District Boards and employers of labour generally to entertain as employees only adults who have secured literacy certificates, as such a step will induce illiterate adults to seek literacy with avidity.

22. This Conference requests the Government to take steps to avoid the delay in according permission and recognition to new adult night schools by decentralising the power to grant permission and recognition and giving such power to the Deputy Inspector of Schools instead of the District Educational Officer as at present.

23. This Conference is of opinion that the Deputy Inspector of Schools should be given discretion to continue adult night schools even if there be less than ten adults in an adult night school, if proper cause is shown, and to give bonus of one rupee to the teacher for each adult made literate even if the adult be sent up for the literacy test after four months from his joining the school.

24. This Conference requests the Government to take the necessary steps to stop the practice of treating the month of April in addition to May as a vacation, as the practice has an adverse effect on Adult Education work.

25. This Conference requests the Government to cut short the tendency observable in certain districts to close down adult night schools, and to see that the tendency is reversed by the Government reviewing the work of the Local Bodies annually and by commending or condemning the work.

26. This Conference requests the Government to issue instructions through the Inspector General of Prisons to the Superintendents of all Central Jails, District Jails, and the Presidency Jail for Women to start Adult Education classes with a view to educating all the prisoners to read and write before they are discharged from jail, especially those sentenced to more than three months imprisonment, promising a month's remission to every prisoner who learns to read and write within three months.

27. This Conference requests the Government to frame the necessary syllabus for a literacy course of four months and for a continuation course of eight months to enable candidates to attain the standard efficiency within one year; to declare the one year course equivalent to the Fifth Standard and to enable each of those adults who complete the one year course and pass the test to join the Sixth standard and thus complete the E.S.L.C. course.

28. This Conference requests the Government to appoint a Special Deputy Inspector of Schools as Personal Assistant to the District Educational Officer, to be in sole charge of Adult Education in the District.

29. This Conference requests the Government to appoint Honorary Adult Education Organisers at the rate of at least one for each district on a monthly honorarium of not exceeding Rs. 100 towards meeting actual travelling expenses.

30. This Conference requests the Government to take steps to see that under G.O. No. 3180 dated 3-8-1953 to ensure visits to Adult Education centres by the Government servants of all the departments.

31. This Conference requests District Boards and Municipalities to start and run Adult Education classes in every Elementary School under their management and appoint Adult Education Supervisors to supervise their work.

32. This Conference requests Local bodies to give preference, while recruiting to last grade service, to persons who have obtained Adult Literacy Certificates.

33. This Conference requests the Major Panchayats to run at least one Adult Literacy School under their management.

34. This Conference requests the Central Government to prepare and supply Information films to the Mobile vans with a view to enabling the illiterate to understand and appreciate the benefits of Adult Education.

35. This Conference requests the Universities to institute diplomas in Adult Education and insist on each candidate for a degree working for at least three months in a village and making at least a dozen adults literate before qualifying for a degree.

36. This Conference requests the authorities concerned to equip every Adult Education Centre with a library consisting of books and other materials useful for adults

and requests the State Governments to meet the necessary expenditure and appeals to the public to make gifts of books and magazines to their local schools and colleges.

37. This Conference regrets the action of the Andhra State Government in stopping the grants to the libraries for the current year and requests them to reconsider the matter and pass orders at least for the distribution of library grants from the funds of the Local Library Authority to all the recognised libraries in the State.

38. This Conference requests the UNO and the UNESCO, Indian Branches, and the Education Ministry of the Indian Union Government to place the South Indian Adult Education Association as well as its regional branches and the Andhra, Mysore, Kerala and Tamilnad Library Associations on their free post and see that all the publications of the UNESCO, are supplied to them either free of cost or at concessional rates and thus promote the spread of their ideals through the media of our Adult Educational organisations.

39. This Conference requests the State Governments to recognise the South Indian Adult Education Association and the Andhra Desa Library Association, and to authorise the Village Panchayats and other Local Bodies to become members of the aforesaid Associations and to send their delegates to their Annual Conferences and Meetings of their Executives and to purchase and also authorise the purchase of the literature published by the aforesaid organisations and thus give encouragement to their literacy and other Adult Education activities.

40. This Conference requests the Government of Madras to extend the operation of G.O.M. 2066 Dated 4-9-52 for two more years, that is, up to 2-9-55.

Note:—The Adult Literacy Schools in Madras State are conducted mostly by Day School Teachers of Elementary Schools, and managed mostly by private Agencies. The Government Order M.S. 2066 Dated 4-9-52 states that the monthly average attendance per teacher should be ten, and this order was applicable up to 2-9-53 for grant purposes. No further orders have been published by the Government since 2-9-53. This order should be

extended until the Government take the necessary steps to enforce the Adults to attend the Adult Literacy Schools. The Government should either extend the operation of the order or take any other steps to improve the attendance of the adults. If the Government do not take action to do this, the Adult Literacy Schools will have to be closed gradually—Sri K. M. Radhakrishnan, Thorayur Tiruchi District, Delegate.

41. This Conference requests the Government to send the teaching grant for Adult Literacy Schools by the 15th of every next month as is done in the case of aided Elementary Schools.

Note:—The monthly grant for Adult Literacy Schools is not paid regularly. The Money Order forms for grant are sent to the Treasury Deputy Collector from the District Educational Officer. It is delayed in the Treasury Deputy Collector's Office. This delay should be avoided in future. The Government should order that the grant should be paid to the Adult Literacy Schools by the 15th of every month like training grant paid to the aided Elementary and Welfare Schools as per new Government orders—Sri K. M. Radhakrishnan, Delegate.

OFFICE-BEARERS ELECTED

The following office-bearers for the South Indian Adult Education Association were elected for a two year term:

President:—Professor N. G. Ranga, M.P.

Chairman of the Executive Committee:—Sri G. Harisarvothama Rau.

Vice Presidents:—Sri K. S. Ramaswami Sastri (Madras), Sri O. A. Narayanaswamy, Advocate (Tanjore), Sri C. Anna Rao, Executive Officer, Tirumalai Devasthanam (Tirupathi), Sri A. Srinivasa Rao, (Vetapalam, Guntur District), Sri L. M. Pylee, Principal, St. Alberts' College, (Ernakulam), Sri A. Krishnamurthi Rao, Treasurer, Mysore Adult Education Council, (Mysore) and Shrimati Nallamuthu Ramamurthy (Madras).

Regional Secretaries:—Sri B. V. Satyanarayana (Mysore), Sri P. S. Subbian (Coimbatore) and Sri P. Nagabhushanam (Vijayavada).

Secretary General:—Chevalier J.L.P. Roche Victoria, M.L.A.

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

Publicity Secretary:—Sri S. Airavatham.

Sri V. S. Venkatanarayana, Secretary, Reception Committee, proposed a hearty vote of thanks and said:—"On behalf of the Reception Committee, I have great pleasure in thanking first the organisers of the South Indian Adult Education Association, Madras, for having given us this splendid opportunity to serve the sacred cause of Adult Education, which has acquired accentuated importance due to adult suffrage being granted in the Constitution. I have great pleasure in thanking Sri N. Yaganti, District Collector, Chittoor, who was pleased to hoist the National Flag at the opening of the Conference. Our District Collector is an enthusiastic officer taking keen interest in all the progressive movements in the district. My thanks are due to our energetic and enthusiastic District Educational Officer, Sri T. R. Deenadayal, who was kind enough to declare the Exhibition open and to start the discussion on Adult Education. He has given us valuable advice in the matter of resolutions. I am grateful to Sri K. S. Ramaswami Sastriar, Honorary Adult Education Officer to the Government of Madras, who has been gracious enough to inaugurate the Conference. An accomplished and versatile thinker, he has guided us properly focussing our attention on the salient points to be borne in mind in connection with the spread of literacy. I extend my hearty thanks to Professor N. G. Ranga, the eminent President of these deliberations. A field-worker who has himself taken part in the Adult Education movement since its inception, he has piloted us safely and efficiently through our proceedings. He has given of his best with regard to the framing of the constitution of the Association and he has put the resolutions into proper rig with all his executive acumen. It is indeed our good fortune that he could make himself available to us on this happy occasion in spite of his busy political programmes. I thank him once more on behalf of the Reception Committee. I must thank the blind mathematical prodigy Sri L. Sanjeevaraya Sarma who had demonstrated his wonderful powers of mathematical work. I express my heartfelt gratitude to Sri P. Sarabhachary, Senior Deputy Inspector of Schools, Chandragiri, who had brought him to us and to Professor N. Rama Rao, Professor of Mathematics of the S. V. College for Men, Tirupathi, who had presided on

the occasion. I thank the U.S.I.S., Madras, for having sent films for exhibition and demonstration. Unfortunately they could not be shown. I thank all the institutions who have sent their exhibits for the exhibition organised in connection with this conference. I must chiefly thank Sri C. Anna Rao, Executive Officer of the Tirumalai-Tirupathi Devasthanams, but for whose all pervading eye the details of this conference could not have been successfully worked out and carried to fruition. He has placed the Devasthanam services to help us and if any comfort were felt by the Delegates it was only due to the co-operation shown and help rendered by the officials of the Tirumalai-Tirupathi Devasthanam Office. I must here express my complete indebtedness for the success of the Conference to my young friend Sri M. Balarami Reddy, the Secretary of the Forum, that potential cultural of this locality, which has forged for itself a prominent position in the public life of Tirupathi. He has not spared himself in looking to the comforts of the Delegates and accommodating the guests. In fact his name was on the lips of every Delegate. I thank Sri M. Krishnaswamy, the other Secretary of the Forum, for his co-operation in sending out invitations to the conference. I must acknowledge my deep gratitude to Sri M. Morram Reddy, the Joint Secretary, who had made all arrangements for the Exhibition and for the venue of the Conference. My thanks are due to Sri C.K.R. Jayaramakrishnan who had made all arrangements for mike and who was at it throughout and to Sri N. Ramadoss who had been of immense help in regard to clerical work. I must thank the Delegates who have assembled here and taken part in the proceedings and made the conference the tremendous success that it has turned out to be. I must here thank the President of the Women's Session of the conference, Mrs. T. N. Nallamuthu Ramamurthy, who has conducted the deliberations of the ladies with admirable fervour and interest. She had reached poetic heights in the course of her appeal to the public to co-operate in the spread of literacy quickly and effectively. My thanks are due in great measure to Srimathi K. Ranganayaki Amma and Miss P. Lakshmi who contributed to the success of the women's session. I express my gratefulness to Mrs. K. Aravinda and

to Miss G. Sadhusundari Bhai who with beautiful charts drawn by her gave demonstration lessons to adults. It is now my pleasant duty to thank the Scouts of S. V. High School and those of the Municipal High School as well as the volunteers of the S.V. College for Men who have rendered invaluable help to me in the course of the conference. I express my thankfulness to the art masters of S.V. High School, the Municipal High School and the Government Girls' High School for having tastefully decorated the place of the conference. I thank the public who have given the pleasure of their presence during the conference and patiently followed the proceedings evincing keen interest all through. Last but not least I thank the Press correspondents Sri's A. Rangaswamy, N. Varadachari, C. E. Ramaswamy, K. Narasayya and M. Sreenivasachari. I have to thank equally the various distinguished leaders and officials who have sent messages wishing the Conference success. Thank you all, ladies and gentlemen. Jai Hind."

Sri T. J. R. Gopal proposing a vote of thanks on behalf of the South Indian Adult Education Association, paid tribute to the services rendered to the cause by Sri G. Harisarvothama Rau, Sri K. S. Ramaswami Sastri and Mr. J. L. P. Roche-Victoria. He thanked Sri C. Anna Rao and the Reception Committee for the excellent arrangements they had made for the Conference.

Sri A. Krishnamurthi Rao thanked the Reception Committee on behalf of the Delegates.

WOMEN'S SESSION

The Women's session of the Conference began in the afternoon with Mrs. T. N. Ramamurthy, former Principal of the Queen Mary's College, Madras, in the chair.

Mrs. K. Ranganayakamma, Principal of Sri Venkateswara Women's College, Tirupathi, and Chairman of the Reception Committee of the Session, welcomed Mrs. Ramamurthy and praised her services for promoting education in South India in general and Adult Education in particular.

Mrs. Ramamurthy, in her presidential address, explained the need for Adult Education and the methods for achieving success in it. She expressed the hope that a University would come into existence

very soon in Tirupati from out of the funds of the Lord Venkateswara.

Mrs. Ramamurthy said that the education of women was important. Education should be imparted with affection, love and understanding. Though the adults had no education, they possessed a fund of knowledge and this should be properly tapped. Discipline also should come only through affection and understanding. As the adults would feel shy to learn because of their age, they should be attracted towards education and should be treated with respect. They should be taught of what was going on in the country. Whatever was

done should be on the solid foundation of their culture and imitation of outsiders should end.

Mrs. Ranganayakamma suggested that the syllabus should be different in the cases of men and women.

Mrs. K. Aravinda and Miss G. Sadhusundari Bai and Sri C. Anna Rao, Executive Officer of the T. T. Devasthanams, also spoke.

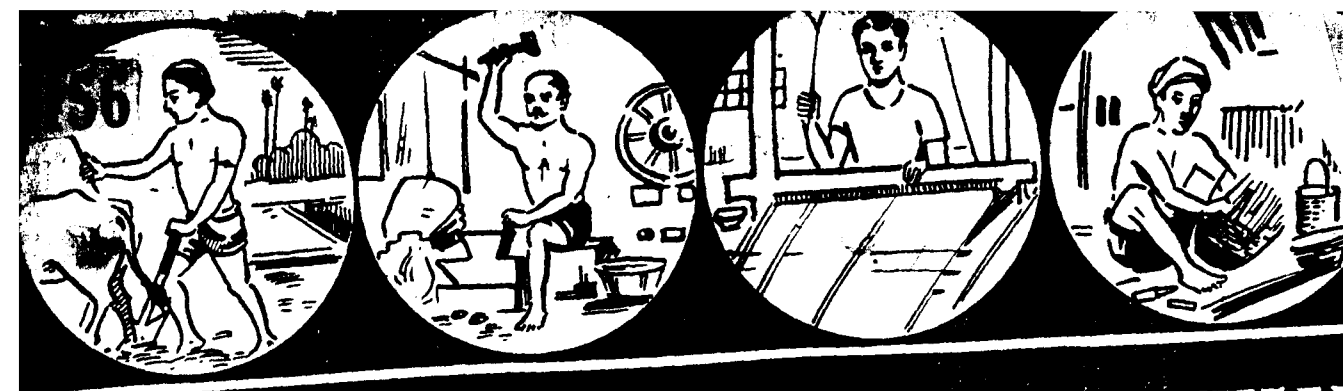
Professor N. G. Ranga appealed to women to take to social work after the completion of their studies.

Srimathi S. Saraswathi proposed a vote of thanks.



Group Photo taken at the Ninth South Indian Adult Education Conference held at Thirupathi on 9th and 10th January 1954. Sri Anna Rao, Chairman of the Reception Committee, Mrs. T. Nallamuthu Ramamurthi who presided over the Women's Session and Professor N. G. Ranga, M.P., President of the Conference are seen sitting in the centre.

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ADULT EDUCATION REVIEW

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

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National Planning must aim at Creating a New Type of Mind.

We want India of the future men and women of vision, courage and honesty of purpose who will be able to play their part worthily in the field of national activity. The National Planning must therefore aim not merely at the utilisation of our existing resources, but at the creation of a new type of mind. This is what makes Creative Education so important for the future welfare of the nation. What is needed is not only expansion of the facilities but also an improvement in the quality of Education. This would mean an immense educational effort which unfortunately we cannot carry out on a national wide scale for lack of adequate finance. We must however do all we can to raise the standard of teaching and transform the educational ideology of our institutions at all levels.

ABUL KALAM AZAD



PUBLISHED BY T.J.R.GOPAL

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OFFICIAL REPORT READY

**Second South Indian Regional Seminar on
Adult Education held at Ernakulam
in April 1953**

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EDITORIAL

Libraries and Adult Education

As has now been well-recognised in our Country today Adult Education is not mere literacy. Literacy is the first step and the most essential step because it helps the individual to gain competency for self-education. Even this competency would remain a mere myth if the individual is not trained in the reading habit. This is possible only where libraries small or big are provided for the community. In fact to stabilise literacy library books are provided in some of our States today as a part of education policy. Therefore as Adult Educationists we can easily perceive what intimate relation exists between the library and Adult Education. But in the world the library endeavour started long before Adult Education was recognised as a problem. Man as he became educated demanded and was conceded the right of access to books. Every School has its library and the public or a private library was practically an extension of the school library for a very long time. The world long behaved and still behaves to some extent as though provision for education has to be made only for children.

The Adult—illiterate or educated—was not in the picture for long. In truth it is the experience of Library Service that generated the idea of Adult Education.

In our own experience in South India the Library Movement preceded the Adult Education Movement. The Andhras brought into existence their library Association in 1914 and after working it for a length of time found that they had no clientele worth the name without the adults of the Country being made sufficiently literate. Further South also the Madras Library Association was founded long before the South Indian Adult Education Association. When the Public Libraries Act was on the anvil in the Madras Legislature the Andhradesa Library Association actually suggested that there should be enacted a Public Library and Adult Education Act signifying that Adult Education started with the Library endeavour and it was the duty of Libraries to carry forward Adult Education. In advanced countries the Library has become the centre of Adult Education work. Though there are distinctive Adult Education

agencies in those countries like Evening Classes, Workers' Association and even Adult Education Committees and associations the Library endeavour which is very wide spread has shouldered great responsibilities in regard to Adult Education. „But that has been done in a slow and progressive manner.

*In an article on the subject of the Library and Adult Education from the Bulletin (April 1954) of the American Library Association to which we draw attention of both our librarians and Adult Educationists. The article in question tells us how library service has adapted itself to Adult Education endeavour. „The first recognisable effect” was the establishment of Readers, Advisory Service. Slower to come to fruition was a proposal for adapting book arrangements in public libraries to their Adult Education objectives. Books came to be arranged not by subject contents but by motivation in peoples' minds—Reader Interest classification. The use of films and recordings has won general acceptance by libraries in recent times. Film as a part of Library Service has to-day become fully accepted. Whereas in 1942 only three public libraries had provided films as a part of their Services in U. S. A. In March 1953, 70,314 films were viewed by 3,728,428 persons in tens and tens of

American libraries. These libraries are trying vigorously to solve problems that have arisen. The libraries in America and other progressive countries have added to their duties, work with groups. „Evidences are legion of pioneer work with many special organisations such as labour organisations, women's study clubs, and Church groups”. Programmes have been organised for the young people, for the aging and for displaced persons. As the author of the article points out these reflect the library's awareness of and ability to identify itself helpfully with the social problems which show in Community life. That is equally what is required of the Adult Educationists also.

Our Country is today in the thresh of a new development through Adult Education. Our rural communities are facing problems all along the front—political, economic, and social. General library effort has already appeared and special library effort is being taken up as part of our Adult Education programmes. It is essential, therefore, that the legislator, administrator, and social service volunteer all acquaint themselves with what is happening in the more progressive countries of the world and carefully tune their effort to the proper pitch and tone for our country and for our people.

Group Training School in Fundamental Education, Mysore.

[Matter from pp. 31 and 32 of UNESCO Bulletin April 1954.]

By generous invitation of the Government of India and the Government of Mysore State, this pioneer training scheme has established its headquarters at the Yelwal Bungalow, 10 miles from the City of Mysore. The scheme which

began on 16th November 1953 with a two-week orientation seminar in Paris for the European students, will continue until August 1954. It is intended to equip the participants with knowledge and experience required for international or national service as specialists in fundamental education.

*To be published in the next issue.

Ten fellowships covering the cost of travel and subsistence for the course have been made available by UNESCO in 1953, 4 by the Government of India and one student from Burma has received a fellowship under the UNESCO T. A. programme. Members of the team are all college graduates, between 21 and 30 years of age.

The group has divided itself into three working teams specialized in basic survey and evaluation, literacy and audio-visual media; a fourth team, drawing its members from the other three, is studying local training of field workers, community organisation, methods of Indian educators in raising the level of village life and ways to perfect techniques and materials for future fundamental education projects.

Local Governmental Departments and various training centres have been visited such as the Mysore State Adult Education Council's Vidyapeetha (Village training centres), the Extension training centre at Mandya, the National Extension Scheme at Madavalli and the Community Development Project at Shiralkoppa in Shimoga District.

A basic survey of several villages selected for the practical activities of the group and a special course prepared by the University of Mysore for the acquisition of a working knowledge of Kannada, the language of the training area, have been started. Essential technical equipment has been provided by UNESCO.

The practical and experimental training undertaken is pursued in a creative and co-operative atmosphere and augurs well for the success of the project.

We have had the pleasure, now of perusing the books published by this centre—Two Primers, one Practice Book and a Teachers' Guide (in English). The Primers and Practice Book are in Canarese. The Teachers' Guide has had to be based upon these Canarese Books. It is inconceivable how these books can be of use for International or National purposes. The centre was being held in

South India. There are four languages in use in this area—Telugu, Tamil, Canarese and Malayalam. If the numbers of people speaking these languages are taken into consideration Canarese really comes third. The venue need not be questioned on this ground if sufficient care was bestowed on selecting representatives of these languages to collaborate at this centre and all these languages which have a great deal in common were made the basis of research work turned out at the centre. There are 16 Trainees, in all, from nine countries, of Asia and Europe; Austria, Belgium, Burma (Union of), Denmark, France, German Federal Republic, Netherlands, India and Norway. It will be seen that except for India and Burma the rest of the countries represented are all European. For them a two-week orientation seminar was held in Paris. Much time must have been spent in acquiring a rudimentary knowledge of Kannada the language of the area. We are told that the University of Mysore prepared a special course for the acquisition of a working knowledge of Kannada. The whole training covers barely nine-months. We are afraid that the UNESCO which has sponsored this scheme has still at the back of its mind the notion that experts can come only out of European Nations for International affairs. Otherwise there is no reason why at this centre for International Service in Fundamental Education Seven European Nations should have been given representation out of Nine countries represented. We have probably to be thankful that the two Assistant Directors Mr. Mushtaq Ahmed and Mr. V. Krishnaswamy are Indian. We consider that the UNESCO has yet to learn how to make International efforts serve effectively. There should be no more I.C.S. types of experts who were considered a heaven born service. Every area of the world must be able to share the advantages of international efforts in collaboration with its neighbours if need be and contribute its own men of skill to the

UNESCO Group Training Scheme for Fundamental Education, Mysore

C. R. PARAMESH, B. A., (HONS)

A Group Training Scheme for Fundamental Education was organised by the United Nations Educational, Scientific and Cultural Organisation. The objective of the scheme was to train specialists to work in fundamental education projects and to equip them with knowledge and experience required for such work. The term "fundamental education" has been adopted by UNESCO to cover a wide range of educational activities. It has been defined by UNESCO as "that kind of minimum and general education, which aims to help children and adults who do not have the advantage of formal education, to understand the problems of their immediate environment and their rights and duties as citizens and individuals and to participate more effectively in the economic and social progress of their community." Therefore, in a broad sense this corresponds to "Social Education" in India.

This group training scheme was the first of its kind to be sponsored and organised by UNESCO. By generous invitation of the Government of India and the Government of Mysore State, this scheme was established in Mysore, with its headquarters at the Yelwal Bungalow, 10 miles from the City of Mysore. The duration of the scheme was 8 months, from December 1953 until July 1954.

The course consisted of a Director, Mr. John Bowers, (U.K.) staff of the Secretariat

of UNESCO and two Assistant Directors Mr. Mushtaq Ahmed of Delhi, and Mr. M. V. Krishnaswamy of Mysore. In addition to these permanent staff members, outside experts were brought in as visiting consultants to the scheme.

The course consisted of sixteen members, including six from different States of India. Nine members came from Europe and one from Burma. Thus the members of the scheme were representatives of 9 different countries of Asia and Europe—Austria, Burma, Belgium, Denmark, France, Germany, Holland, India and Norway. Since the course was intended to train young persons who are keenly interested in the work of fundamental education, all the trainees were between 21 and 30 years of age. These trainees already had experience in Social Education, Literacy work and such other fields of fundamental education. The activities of the course began on November 16, 1953 with a two-week orientation Seminar in Paris, for the European students. The group spent the first week of December in visiting the Government Departments, institutions, and other educational projects in Bangalore. On the 7th December the group assembled at the Yelwal Bungalow. The group, with the Director in the Chair, met for the first time in the Bungalow, and after careful consideration and discussion of each member's interests and previous experience, the group divided

itself into the following three teams: (1) a Literacy Team, (2) an Audio-Visual Aids Team, and (3) an Evaluation Team. At a later stage a fourth team called the Training Team was formed to study the training of field workers and local leaders.

The group, divided into specialist teams, spent two weeks in visiting the Mysore State Adult Education Council's Vidya-peeths, the National Extension Training Centre, the National Extension Pilot Project and the Community Development Project in the Mysore State. This gave an opportunity for the teams to make a general study of these projects related to fundamental education and at the same time the teams were able to make an intensive study of different aspects of these projects according to their interests and needs. The group also visited a few places of historical interest and importance.

By the end of December, the group re-assembled at the Yelwal Bungalow. With great interest and enthusiasm, the teams settled down for practical training and work. Each team, after this stage, met separately and discussed and planned its work. The Group also met on different occasions and discussed the progress of the scheme. The entire course was conducted in English since it was a mixed group; but we had developed a special "Yelwal Dialect" of the language as our Director put it. The University of Mysore had however, prepared a course of Kannada lessons for the group, but in spite of our Assistant Director Mr. Krishnaswamy's efficient teaching, it was not a success, except in the case of a few members. Nevertheless, it was not felt as a big handicap in carrying out our work. It should be mentioned here, that there were very few lectures, if at all they should be called so, because the policy of the scheme itself was to reduce the academic lectures and discussions to the minimum.

In the course of this training period, the Literacy Team had set out to prepare teaching and reading materials in Kannada based on the Eclectic or Global-Analytic method, recommended by Prof. William S. Gray, in his "Preliminary Survey on Methods of Teaching Reading and Writing." At the request of UNESCO, Prof. Gray wrote this book after making an intensive study of the various methods and materials existing in different countries of the

world. For the literacy team the teaching and reading materials in Kannada were written by the well known writer Sri K. S. Karanth and they were illustrated by the famous artist Sri K. K. Hebbar. The literacy team produced the following materials:—(1) two primers, (2) two Work-Books, to go with the primers (3) a Teachers' Guide; and (4) three Supplementary Readers. In the month of June, the team established three "Experimental Adult Literacy Classes"—one of them being for women—in the villages. The materials produced by the team are being used in these classes by the teachers who were trained by the team. The merits and defects of this method of teaching and the materials produced could be evaluated only in May 1954, when the full period of teaching will be over. The literacy team was headed by Mr. Mushtaq Ahmed, Jamia Millia University of Delhi, who has worked on literacy methods in India, Europe and America.

The Audio-Visual Team, with its leader Mr. M. V. Krishnaswamy, Mysore, who has five years experience of film work in Europe, programmed to produce audio visual aids for use in Fundamental Education. Unlike other teams, this team consisted of members specialising in the production of different audio-visual materials such as educational films, rural radio broadcasts and film-strips. This team produced a colour film called "A Garden Comes to Life," based on village horticulture and another black and white film on tree planting. It also prepared six experimental rural broadcasts and some film strips.

The Evaluation Team or the Social Sciences Team, as it was called later on, consisted of specialists in Sociology, Anthropology and Psychology. An understanding of the problems of the villages is necessary for the planning of their development and education. Therefore this team, after careful planning and preparation of a questionnaire, made a basic survey of economic and social problems of a few villages near Yelwal with the help of two students from the university. Two villages were studied thoroughly and intensively by actually staying in the villages for several weeks. The psychology members of the team planned and carried out the programme of testing

part take in its activities a better way of dealing with the problem would have been adopted.

Hyderabad Wake-up

The ANDHRA PATRIKA in its daily issue of the 19th instant published the news that 21 Adult Education centres in the Hyderabad State started in 1950 to remove illiteracy from amongst the working population were closed down last month. The paper says that the welfare department of the coal mines

discontinued their grants to these institutions and therefore they had to be closed. If this is true, it is really very sad. The Hyderabad State Government will do well to take up the matter and find out how the grants came to be discontinued and do their utmost to get the centres to reopen.

and evaluation. They tested the achievements of a number of adults in two literacy classes of the Mysore State Adult Education Council—the experience and results of which were useful to the Literacy Team in its production of teaching materials for adults. Another important programme of the psychologists, was the evaluation of the audience-reaction to the existing Audio-visual programmes. The illustrations drawn for the literacy materials were also tested in the villages, to find out how far the illiterate adults could comprehend them. Similar posters were tested in the villages, to find out how far the ideas conveyed were understood by the people. The psychologists also tested the intelligence of the adults in the three literacy classes, so that this would be useful when each student's achievements are measured.

The fourth was the Training Team. This team studied the appropriate methods of training field-workers and local leaders. It took up a neglected garden in Yelwal and actually worked on it to the extent that it was made a model garden. Many gardeners of the area visited this garden and saw the improved methods of horticulture. The team also trained a Mobile Horticulture Unit to carry out demonstrations and to set the other gardeners thinking as to how they could improve their gardens within their means. In all this work, the task of the educator was to change the attitude of the people themselves.

Thus each team worked independently; but a number of Group Meetings were held to co-ordinate the activities of the different teams and to acquaint all the members with the work of every team. Each team also produced two Manuals, A and B, on the basis of its experience and work. These Manuals were intended to be guides for specialists and field-workers in fundamental education.

To sum up, the objective of the scheme was primarily to train the future specialists in fundamental education. However, the by-products of the scheme were quite significant in quality and quantity.

In conclusion, let me remind you that I have only explained the scheme and have listed the achievements of the different teams. But, I have not explained here how each team planned, organised and carried out its programme. How did the Literacy Team choose the content of the Primers? How were these materials analysed? How were the teachers trained? How did the Audio-visual Team choose the topics for its films? Why is basic survey necessary? How did the Training Team train its Mobile Unit? What were the different steps taken in each of this work and in what order? What were the problems and difficulties involved in all these works? These were some of the practical questions that were tackled by the Group. But, no attempts are made here to answer these questions.

SOUTH INDIAN ADULT EDUCATION ASSOCIATION. FILM DIVISION.

A Films Division has been started under the auspices of the Association with a view to encourage and help the Adult Education Workers in finding financial aid to maintain their Centres effectively.

For full particulars, please apply to :

The Organising Secretary,

The South Indian Adult Education Association,

10, Narasinghapuram Street, Mount Road, Madras-2.

Adult Education in the Liberated Areas in French-India.

Mr. T. J. R. Gopal, Organising Secretary of the South Indian Adult Education Association, visited French India Liberation area at the invitation of Mr. H. S. Paul, Former Collector of South Arcot and now the Administrator, of the French India Liberation Government, Nettappakkam and opened four Adult Education Centres in Tiruphuvana, Kalitheerthapakkam, Mudukalathur and Madakalathupalayam villages. In Madakalathupalayam, the villagers themselves erected a small building to house the Social Education Centre along with a Reading Room and a library. These are the four villages out of 55 villages liberated from the French Government. This forms 2/5 of the entire French territory in and around Pondicherry. The extent of the liberated area is about 62 sq. miles. The population of the liberated area round about Pondicherry is about 50,000. The French Government have not shown any interest in Education. In the 55 villages of about 50,000 population there were only two Elementary Schools. Major portion of the population in these villages is illiterate.

Immediately after the completion of the liberation, arrangements were made by the Leaders of the movement to form a Government with a view to administer the liberated area with the object of doing utmost good to the people living in the area. The French India Liberation Council was formed on the 16th May 1954, with 19 members which included representatives of the villages which had been liberated in Mahe area also. The Council, it seems, met twice and passed various resolutions as to how best the area should be administered and steps to be taken towards that end. The Organising Secretary had the pleasure to meet one of the important members of the Council, Mr. Muthukumarasamy Reddiar, who is the local leader and the Chief of the Liberation Government at Nettappakkam. He and his Council considered that it should be best in the interest of the administration that an experienced Administrator should be

appointed to run the administration. The Council was fortunate to secure the services of a retired I.A.S. Officer, Sri H. S. Paul who was the Collector of South Arcot from 1949 to 1952, and who consequently had knowledge about the area and about the pre-merger movement. The Council also secured the services of the senior Dy. Superintendent of Police, Mr. Rajah Mohammed, who retired recently. Both the Officers took over their respective offices at Nettappakkam on the 6th July, 1954. A civil and a criminal Court has also started functioning from the 15th August, with Sri. Shiva, a Senior Judge of the French Government who was lately the Judge and Administrator of Yanam till the date of liberation of the French area. Within a short period of administration of the liberated area, the French India Liberation Government has effected considerable and remarkable improvements all round. The most part of the work that has been done by this Government has been in the matter of providing Education and Medical relief to all the villages. There were only ten schools in the whole liberated area prior to the liberation, and even these schools were being managed by teachers with poor education, some of them having no regular training in teaching work. Besides improving these 10 schools, the new Government have started 15 more schools and it is now running 25 schools in all, of which most of the teachers are secondary-trained teachers. There is very good strength in all the schools and the number of children attending these schools are daily on the increase. To create enthusiasm and interest in the villages in starting these new schools and to appeal to the villagers to show their keenness by providing buildings for these new schools themselves, the Government are providing teachers with equipments and all other requisites. I have had the opportunity to see these myself when I was touring in some villages with Mr. Paul and the Educational Officer. In two villages new buildings have sprung up within a short time and the Government have no difficulty in starting schools

quickly. Very little opportunity had been given by the French Government to the villagers particularly to the Harijans, to educate their children and themselves. With new schools that have been started young children do not have to go beyond half a mile from their houses to have their Elementary Education. Schools have also been provided separately for the Harijan children to have their Education.

Arrangements have also been made to conduct 20 Adult Education centres for the benefit of the Adults, who have had no opportunity of education in their early days. The Administrator, Sri H. S. Paul who has organised hundreds of Social Education centres in South Arcot and Chingleput districts, when he was the Collector of these districts is taking special interest in organising these centres. The Organising Secretary at the invitation of Mr. Paul visited the area and inaugurated four centres. It is expected that within a week or two another 10 schools will be started. A special training course will also be conducted to the workers in Adult Education methods. A compact area

may also be selected for the intensive campaign of Adult literacy work in two or three villages. The whole liberated area will be electrified in the next few weeks with the liberation from illiteracy. It is because that there is a very great enthusiasm among adults there is practically a clamour for these centres. Similar achievements have also taken place in providing Medical Relief to the villagers. Prior to the Liberation there were only three dispensaries in the area. Two more dispensaries have been started.

Every village is not happy because of the Electric supply cut off, which they were using till sometime before the Liberation. This has happened because the agreement with the French was not renewed. This has affected the ryots in the villages because a large number of electric pumping sets were used. If this area is merged with the Indian Union there would be soon arrangements to restore Electric supply and thus help in making the people happy who were longing for merger with the Indian Union.

JAI HIND

News and Notes

Janta College for Bhopal.

The Government of Bhopal has decided to start shortly a Janta College with a view to link the educational expansion programme with the overall development of the community, according to Dr. D. I. Lall, Director of Education, Bhopal.

UNESCO Seminar on Arts and Crafts.

Mrs. Kamladevi Chatopadhyaya has been invited by the UNESCO to attend the Seminar on Arts and crafts which is being held at Tokyo from August 28 to September 25. The Seminar will discuss the importance of crafts in education. Two other delegates have also been invited from India to participate in this Seminar.

Adult Education in U P.

One thousand classes for adult education were held in twenty six Community Projects of Uttar Pradesh during last winter by nearly one hundred social workers. About fifteen thousand adults learnt to read and write and solve arithmetical problems. The social workers arranged for music and kirtans in order to attract the village folk to the classes.

Bombay City Adult Education Committee.

The monsoon session of the classes conducted by the Bombay City Social Education Committee has begun from July, 12. Economics, Political Theory, European and Indian languages, Radio communications and servicing, public speaking, are some of the subjects covered by the lecture courses.

During the summer session, the Committee made 7,000 adults literate.

Rural Library Inaugurated.

A rural library was inaugurated at Yallambalse, Bangalore by the Chief Executive Officer of Mysore State Adult Education Council. Mr. T. V. Thimme Gowda made a fervent appeal for the co-operation of the people, particularly of the villagers, in the successful wiping out of illiteracy among the people.

Mr. A. Krishnamurthy Rao, Honorary Secretary of the Mysore State Adult Education Council presided.

Social Education under Bharat Sevak Samaj.

The Bharat Sevak Samaj has opened a social education and information centre in Vinay Nagar, New Delhi, where information on various aspects of the Five Year Plan would be made available.

Shri Gulzarilal Nanda, Minister for Planning visited the Centre sometime in June and expressed hope that the Centre would carry the message of the Five Year Plan and value of voluntary effort to the 40,000 inhabitants of Vinay Nagar Colony.

Compulsory Adult Education in Jails.

According to newspaper reports, the West Bengal Government have decided to introduce compulsory adult education for jail population. All convicts below 50, and having sentences of more than three months' term of imprisonment in 14 districts and central jails in West Bengal will have to attend the schools from this year. Classes will be held on all week days. Prisoners convicted to less than 3 months imprisonment and those above 50 years of age would have option to attend such classes.

Social Education in Delhi State

The Delhi State Government has decided to intensify its social education programme. A scheme has been formed that will cost the State an additional expenditure of Rs. 5,00,000.

Part-time literacy centres will be converted into whole-time community centres and each village will have such a centre running under the supervision of a whole time worker. It is proposed that seven big community centres be set up in the larger villages. The State Government also has a proposal to set up a mobile college for training women in youth leadership.

Dr. Jha's Advice to Students.

Dr. Amaranatha Jha, Chairman of the Bihar Public Service Commission and President of the Indian Adult Education

Association, while speaking on the annual installation banquet of the Dhanbad Rotary Club, said that illiteracy could be liquidated if every student devoted four months to the task of teaching people in villages and towns.

Dr. Jha said the medium of instruction should be in regional languages. English should be learnt to maintain international contacts. He stated: "It would be a sad day if through prejudice we give up learning English".

Dr. Chakravarty of the Asansol Club proposed a vote of thanks to Dr. Jha.

Programme Extension Service of the Delhi Municipal Committee.

The Delhi Municipal Committee, Social Education Department observed its first anniversary of the Programme Extension Service on July 10, when Dr. P. C. Young, UNESCO representative in South Asia presented a mobile film van to the Delhi Municipal Committee. This van was purchased from the gift of \$ 7,700 collected by the Pennsylvania Education Association. Delivering his address Dr. Young said "May this day mark the beginning of a further and very fruitful expansion of the Social Education Department's Extension services designed to reach, those, who are not yet directly grouped for Social Education in one of your existing 19 centres. May this gift from friends whom you have never seen, but who have become your friends through the spirit of the United Nations, carry with it the message of the universal brotherhood of man."

A New Approach to Social Education.

The All-India Mass Education Society proposes that children, youths and adults be organised into Bal Mangals, Gram Mangals and Annadatas to work for the good of the family. Those who wish to improve their home and farm are enrolled into Short Camps. In these camps sanitation, co-operation, cultural standards etc. are studied and immediate possibility of effecting improvement is worked out. After the camp, members are contacted individually and are guided on spot in their actual work. Mass meetings, Kathas, Kirtans, etc. are organized by these very Mangalams in their villages wherein a need for every one's joining this movement

and drawing benefit therefrom is emphasized.

This is just a rudiment of 'Mangalam' concept. The Society Sevadham, Gonda, shall be happy to receive any correspondence in this matter.

UNESCO Group Training Course.

The Group Training Course for specialists in Fundamental Education organised by UNESCO in Mysore District has ended recently. Mr. John Bowers of the UNESCO Division of Fundamental Education was in charge of this training course.

The training course was intended to equip participants with the knowledge and experience required for international and national service as specialists in Fundamental education. About 17 young men and women from European and Asian countries attended this training course. The trainees prepared a series of illustrated literacy primers for adults, educational films on horticulture for villagers and a set of six experimental radio broadcasts.

The second group training course will begin at Yellwal on September 15 and continue until May, 1955. Trainees from Australia, Canada, New Zealand, Japan, Ceylon, Thailand, Philippines, India, Nepal, Indonesia, Korea, Norway and the U. S. A. are expected to participate.

Benefit Show in Aid of the Adult Education.

A benefit film show in aid of the Madras Students' Adult Education Council was held at the Gaiety Theatre on 22-8-54 when Mr. P. Ramachandran, Secretary, Tamil Nad Congree Committee presided.

Mr. Charles Kent, Vice-President of the Council welcomed the gathering.

Miss Jayalakshmi Subramaniam, President of the Council said the entire collection of the show will help on the literacy campaign. The aim of the council was to erect in the first place, a small structure where classes for the adults could be held and to organise a seminar on Social Education.

Mr. P. Ramachandran said that the Adult Education Movement would help in the growth of democracy and he was glad to note that Students of the City were taking keen interest in the liquidation of illiteracy.

Mr. N. Kingsley Raj, General Secretary of the Council proposed a vote of thanks.

A documentary on the Adult Education Seminar held at Adyar in 1952 was also shown to the gathering.

Madras Students Adult Education Council: Executive Meeting.

The First Executive Committee Meeting of the above Council was held on 7th August 1954 at Lady Willington Training College, Madras to chalk out further programme of the Council. The following resolutions were adopted.

(1) Resolved that a film show be organised in aid of the Council.

(2) Resolved that the General Secretary be authorised in consultation with the South Indian Adult Education Association to select a compact place in South Madras to organise intensive adult education campaign.

(3) Resolved that a Students' Seminar on Adult Education be organised in October 1954 and the following Office-bearers have been elected:

Director:—Mr. C. R. Paramesh,

Associate Director:—Miss Jayalakshmi Subramaniam,

Secretary-General:—Mr. N. Kingsley Raj,

Joint Secretary and Recorder:—Mr. A. K. Ramabushanam.

Resolved that an Adult Literacy March be organised in the City of Madras.

Messrs T. J. R. Gopal and M. I. Jaganath and C. R. Paramesh were present on special invitation.

Bhils Respond to new Methods of Literacy.

In Dungarpur, district of Rajasthan where about two lakh Bhils live, Community Project personnel are making good headway in raising the standard of living, equipping the Bhils with new skills for new occupations, increasing their agricultural production and in creating and maintaining their enthusiasm for literacy.

New methods to arouse interest in literacy are being tried out. The names of members of a family are written on the house wall and each member is taught to put out his or her name. Women who are shy to speak out their husbands' names readily point them out on the wall.

Eventually, they begin to recognise their names.

Another technique being tried out is that labourers working on a road or tank are made to wear a metal disc round their neck. The first letter of a labourer's name is written on this disc. After he becomes familiar with one letter another is added and so on till he knows the spelling of his name and of his co workers. The interest thus created is sustained through night literacy centres and classes conducted at the site of the work.

Organising Secretary's Visit to Gandhigram.

Sri T. J. R. Gopal, Organising Secretary, the South Indian Adult Education Association, Madras, at the invitation of Rev. R. R. Keithan gave a Training at Gandhigram, Mathurai for 18 constructive workers of Tamil Nad Gandhi Nidhi and 30 Bhoodan workers in Adult Education methods and Organisation. Adult Education has become a part of their Training. Two years course for the constructive workers ended on 15th August 1954 whereas the 30 days' training for the Bhoodan workers will end later. These two batches of workers have been specially requested to organise Adult Education Centres in their respective places when they leave Gandhigram and choose a place for doing intensive constructive work in the villages in Tamil Nad. Progress Report from these friends will be made available in our columns of our review in the near future.

During the stay at Gandhigram, Mr. Gopal paid visits to Social Education centres organised and conducted by the Community Projects, Gandhigram, Mathurai. Mr. Gopal along with Mr. Meikandar, the Social Education Organiser, Gandhigram and Srimathi Alamelu Ammal, Social Education Organiser, visited Vadugapatti and Kattukulam. At Kattukulam, the Organising Secretary, visited an Adult Education Centre. Nine Adult Students were present. The teacher of the centre demonstrated in teaching an adult, which was very much appreciated although the teacher was not trained. Later, the Organising Secretary visited Vadugapatti Adult Education Centre and addressed a meeting of the local Public, which was much against his wish.

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Mathurai Students' Adult Education Council.

Mathurai City Students' Adult Education Council was inaugurated by Sri K. S. Ramaswami Sastriar, Hon. Organiser to Madras Government on 10th August 1954 at Sourashtra Secondary School, Mathurai. The function was presided by Sri A. Gopalan, B.A., L.T., Divisional Inspector of Schools, Mathurai.

At the beginning of the function Sri T. R. Raghavan, Organiser, Mathurai District Adult Education introduced the following Office bearers of the Council:

President:—Sri J. Eddy.

Vice-Presidents:—Srimathi Sakuntala; and Sri T. Seshatri,

General Secretary:—Sri P. Balasubramaniam,

Joint Secretaries:—Sri C. Krishnaswamy; and Srimathi Mariamma Abraham.

Members of the Executive Committee:—Srimathi Senthamizselvi; Srimathi Annalakshmi; Srimathi O. Anandavalli; Sri B. K. Ramamoorthy; Sri P. Sethuramathnam; Sri M. S. Janardhanam; Sri Malaikannu; Sri N. Govindaraj; Sri N. Meenakshisundaram; Sri S. P. Sundaram; Sri S. S. Ramaswamy; Sri R. Venkataraman; and Sri T. R. Venkatachari,

Then the President of the council welcomed the guests and the Vice-President Srimathi Sakuntala B.Sc. (Hons) explained the ideals of the council.

In his inaugural address Sri K. S. Ramaswamy Sastri stressed the need of the Adult Education and called the students, the citizens of tomorrow to serve for the noble cause of Adult Education and also explained the present Education and the Politics of today.

The guests and the speakers were garlanded by the students body of Mathurai College.

In his vote of thanks Sri P. Balasubramaniam assured the chairman and the speakers that the council will be vigorous in all its growth and activities. With the singing of the National Anthem the function came to an end.

Madras Students' Adult Education Council.

The First General Body Meeting of the Madras Students' Adult Education Council was held on 30th July 1954 at Ethiraj College, Madras. Students Representatives from various Colleges were present. The following Office-bearers were elected for the academic year 1954-55.

President:—Miss Jayalakshmi Subramaniam (Lady Willington Training College).

Vice-Presidents:—Miss C. Nirmala (Ethiraj College); and Mr S. C. Charles Kent Sir Theagaraya College).

General Secretary:—Mr. N. Kingsley Raj (Vetinary College),

Joint Secretaries:—Miss S. Gajalakshmi (Ethiraj College); and Mr. N. Chandra Varkar New College)

Treasurer:—Mr. K. Satyanarayanan (A. M. Jain College.)

Executive Committee Members:—Mr. V. Haridoss (Government Arts College); Mr. Mukhunda Madavan (Meston Training College); Mr. A. K. Ramabushanam (Pachiappas College); Mr. Dharmalingam (Law College); Mr. Govindarajan (Engineering); and Miss Sarojini Subramaniam (Women Christian College);

Mr. T. J. R. Gopal, Organising Secretary of the South Indian Adult Education Association addressed the gathering. Mr. P. V. Veeraraghavan, Asst. Professor of Psychology, Presidency College, presided



ADULT EDUCATION REVIEW

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

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[No. 1]



The Madras Social (Adult) Education Bill.

Adult Education is a Non-party
And Non-communal question,
And a National Movement.

The Madras Social (Adult) Education Bill has been prepared and at the request of the Association Sri S. Pakkiriswamy Pillai, M.L.A., Executive Committee Member of the Association has given notice to move the Bill at the next meeting of the Madras Legislative Assembly. Adult Education is a Non-party and Non-communal and national movement. We hope that it will have the best support of all the members of the Assembly. The full details of the Bill is published in this journal for information and further suggestion.

Gop.

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OFFICIAL REPORT READY

Second South Indian Regional Seminar on
Adult Education held at Ernakulam
in April 1953

PRICE: RS. 2-8-0 THICK WRAPPER

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Copies can be had from:

THE ORGANISING SECRETARY,
The South Indian Adult Education Association,
10, Narasingapuram Street, Mount Road, Madras-2.

Draft Bill

THE MADRAS STATE SOCIAL (ADULT) EDUCATION ACT.

Prepared by Sri T. J. R. Gopal, Secretary, the South Indian Adult Education Association, in consultation with Messrs. G. Harisarvothama Rao, K. S. Ramaswami Sastri, S. Pakkirisami Pillai, M.L.A., and other worker-members of the Association.

Sri S. Pakkirisami Pillai, at the request of the Executive Committee of the Association has given notice to the Secretary, Madras Legislative Assembly to move this bill at the next meeting of the Assembly.

STATEMENT OF OBJECTS AND REASONS

It is estimated that about 75 to 80% of our people are illiterates. With the introduction of adult suffrage, a majority of our voters will be illiterates. This state of affairs is a disgrace and constitutes a menace. We have not got enough schools or enough teachers, and to have them, we have no funds. The growth of population is ever on the increase at a more rapid rate than literacy. The growth of literacy at the present rate will never keep pace with the growth in population, and unless and until we think of measures radical and drastic in character, we will never be able to get out of the vicious circle. As matters stand, our country will ever remain in a state of perpetual illiteracy. Is it not a thing to feel profoundly ashamed of? The very thought of that must enter one's heart as a red hot iron, and the sooner we wipe out this blot the better for us. Even if free and compulsory primary education is introduced fully, those who have passed the school-going age and those who are destined to have no schooling for some decades to come will remain illiterates, and the great majority of them will be the voters who determine the fate of Government for decades to come.

With this view in mind in order to intensify and make better provision for Social (Adult) Education in the State of Madras the following bill is being brought out:—

BILL

1-(i). Title:—This Act may be called "The Madras State Social (Adult) Education Act."

(ii) *Extent and Commencement*:—It shall come into force in such areas and on such dates as the Governor in State may by notification direct.

2. It extends to the whole of the State.

3. *Definition*:—In this Act unless there is anything repugnant in the subject or context,

(i) "Aided Social (Adult) Education Centre" means a centre declared by the Director to be eligible for aid from the Government.

(ii) "Director" means Director of Social (Adult) Education appointed under Section 5.

(iii) "District" means a Revenue District.

(iv) "Government" means State Government.

(v) "Notification" means a notification published in *Fort St. George Gazette*.

(vi) "Prescribed" means prescribed by rules under this Act.

(vii) "State" means the State of Madras.

(viii) "Social (Adult) Education" means education in such subjects and upto such standard as may be prescribed for good citizenship.

(ix) "Social (Adult) Education Centre" means a Centre recognised as a Social Education Centre under Section 5.

(x) "Year" means Financial Year.

(xi) "Municipal Council" means a Municipal Council governed by the Madras District Municipalities Act, 1920, and the Madras City Municipal Act, 1919.

(xii) "Local Body" means a body constituted under the Madras Local Boards Act, 1884.

4-(i). *State Social (Adult) Education Council and its Function*:—A State Social (Adult) Education Council shall be constituted by the Government for the purpose of advising them on such matters relating to Social (Adult) Education as they may refer to it or as may be agreed to by Government on reference by the Council.

(ii) The Council shall be constituted in such a manner and shall exercise and perform such powers and duties as may be prescribed.

5. *Appointment and Duties of the Director*:—The Government shall appoint a Director of Social (Adult) Education for the State and he shall, subject to their control,

(a) direct and supervise all matters relating to Social (Adult) Education,

(b) declare, in accordance with the rules made under this act, what centres are eligible for aid from the Government and supervise and direct all matters relating to such centres.

(c) supervise and control the activities of all the District, Taluq and village Social (Adult) Education Committees under this Act,

(d) submit to the Government every year a report on the working of the centres under this Act in the previous year; and

(e) perform such other duties and exercise such other powers as are imposed and conferred by this Act or the rules made thereunder.

5-(i). For the purpose of organising and administering the Social (Adult) Education Centres in the State, there shall be constituted a Social (Adult) Education Committees, one for the City of Madras, one for every District or for every Taluq.

(ii) The Committee for the City of Madras shall consist of

(a) three members elected by the Corporation of Madras, and the Mayor of Madras shall be ex-officio member,

(b) five members nominated by the Government from among non-officials who are active Social Education workers,

(c) three members elected from among teachers working in the schools in the City of Madras.

(d) two members elected from among the teachers working in Colleges in the City.

(e) one member elected from among the college students in the City of Madras.

(f) four members elected from among the Social Service organisations in the City of Madras and recognised in this behalf by the Government of Madras,

(g) the holder for the time being an office which the Government may, from time to time, specify in this behalf,

6. *The District Social (Adult) Education Council*:—For every district in which this Act is brought into force, there shall be constituted a District Social (Adult) Education Council consisting of a President and such members as the Government in State may prescribe.

7 (i) *Constitution of the Council*:—The Government in State may appoint one of the members of the District Social (Adult) Education Council to be the President of the Council or may by notification authorise the Council to elect its President from among its own members in such manner as may be prescribed and subject to the approval of the Governor in State,

Provided also that the Governor in State may, by notification, revoke such authority after previous intimation to the District Social (Adult) Education Council of the grounds upon which such revocation is proposed and after considering the explanation and objections, if any, of the Council,

(ii) The District Collector and District Officers in charge of Community Projects Co-operation, Agriculture, Education, Labour, Rural and Harijan Welfare, Health, Veterinary and Endowments shall be ex-officio members of the Council,

(iii) One member elected by the District Board,

(iv) Five members elected from the Social (Adult) Education Organisations, Conducted Social (Adult) Education Centres recognised and aided by the Government,

(v) One member each elected by the President of the Panchayats in each Taluq,

(vi) One member each elected by the Municipal Council in the District,

(vii) The holder for the time being an office which the Government may from time to time specify in this behalf,

(viii) One member elected from amongst teachers in schools in the District,

(ix) One member elected from amongst teachers in Colleges in the District,

(x) One member elected from amongst students in colleges in the District,

(xi) Every Council will elect one of its members to be its President,

(xii) The Council will elect a Vice-President from its members,

(xiii) One member elected by the District Library Authority,

(xiv) Subject to provisions of this Act, the term of office of a nominated or an elected member of a Council shall be 3 years from the date of his nomination or election as the case may be,

(xv) The Election and appointment of the President shall be notified in the Fort St. George Gazette,

(xvi) Any person holding salaried office under the Government who is a member or the District Council shall, on leaving the local area over which such Council has jurisdiction with the intention of absenting therefrom for more than three months or on his resignation, suspension, removal or retirement or transfer from his office under Government, be deemed to have vacated his office of the member of such Council

8. *Removal of President & Vice President*—The Governor in State may, by notification, remove any President, Vice-President or member of the District Council,

(i) If he is absent for more than three months from the jurisdiction of the Council or refuse to act or becomes incapable of acting or is declared insolvent or is convicted of any such offence or is subjected by a Criminal Court to any such order, as implies on the operation of the Governor in State a defect of character which unfits him to be President, Vice-President or a member of the Council,

(ii) If he without excuse, sufficient in the opinion of the Governor in State, is absent for more than three consecutive meetings of the Council,

(iii) The Governor in State may fix a period after which any person so removed shall be eligible for re-appointment or re-election.

9. No member of the Council shall receive any salary or other remuneration from the funds of the Council.

10. Every District Social (Adult) Education Council shall be a body corporate by the name of the area for which it is constituted, shall have perpetual succession and a common seal and shall be vested with the capacity of suing or being sued in the corporate name, of acquiring, holding or transferring property, movable, or entering into contracts and doing all things necessary, proper and expedient, for the purposes for which it is constituted.

11. *Mode of Transacting Business of Council to keep office*:—Every District Social (Adult) Education Council shall provide an office and shall meet for the transaction of business on such days and at such times as it may arrange and also at other times as often as necessary. A meeting shall be called by the President or in his absence by the Vice-President

Provided that every Council shall meet at least once in two months.

President and Vice-President to call a Meeting on Requisition:—The President or in his absence, the Vice-President, shall, at any time on requisition in writing of not less than 1/3 of the members of the Council call a meeting of such a Council.

Provided that no such meeting shall be held unless the purpose for which, it is to be held has been specified and notice of six days previous to the day of such meeting were sent by the President or Vice-President to each of the members,

12-(i) *Who may preside at Meetings*:—At every meeting of the District Social (Adult) Education Council, the President or, in his absence, the Vice-President shall preside,

(ii) In the absence of both the President and the Vice President, the members present at the meeting shall choose one of the members present to preside thereat,

Meeting to be Public:—All meetings of the District Social (Adult) Education Council shall be open to public,

Provided that the presiding member may, in any particular case, for reasons to be recorded in writing, direct that the public generally or any particular person shall withdraw,

14-(i) *Quorum and Conduct of Proceedings at Meeting*:—No business shall be transacted at a meeting unless at least 1/3 of the whole number of the members then on the Council are present,

(ii) If within half an-hour after the time appointed for a meeting a quorum is not present, the President or in his absence, the Vice-President may adjourn the meeting to some future date,

(iii) All questions which may come before a District Social (Adult) Education Council at any meeting shall be decided by a majority of the votes, and in case of an equality of votes, the President or the presiding member shall have a second or a casting vote.

(iv) No member of a District Social (Adult) Education Council shall vote on any question coming before the Council for consideration in which (otherwise than in its general application to all persons and properties in the local area) he has any pecuniary interest,

(v) No resolution of the District Social (Adult) Education Council shall be modified or cancelled within three months by such Council, except at a meeting specially convened in that behalf and by a resolution of the Council supported by not less than one-half of the whole number of members then present and voting,

(i) *Minutes of Proceedings*:—The Minutes of the proceedings at each meeting of the District Social (Adult) Education Council shall be drawn up and entered in book to be kept for that purpose and shall be signed by the President or the member who presided at such meeting, and shall, at all reasonable times, be open without charge at the office of the council to the inspection of any person residing within the jurisdiction of such Council,

(ii) A copy of the minutes of the proceedings at each meeting shall, within three days from the date thereof be transmitted to the District Collector for the publication in the District Gazette in English and in the local language of the District,

(iii) A copy of the minutes of the proceedings at each meeting shall, within a week from the date thereof, be transmitted to the Chief Executive Officer of each Local Authority represented on the District Social (Adult) Education Council, and also to each member of the Council,

(iv) The President, and in his absence, the Vice-President shall have the custody of the records of the District Educational Council and may grant copies of any such records either free or on payment of such fees as the Council may determine to such Officers or persons as the Council may determine.

Executive Powers of the President, Delegation by him and their discharge during a Vacancy in the Office:—(i) (a) The resolutions of a District Social (Adult) Education Council shall be carried into effect by the President in whom the entire executive power of the Council shall be vested and who shall be directly responsible for the due fulfilment of the purposes of this Act,

(b) It shall not be lawful for the President to exercise any power which by this Act, is expressly vested in the Council,

(c) The President may authorise the Vice-President by an order in writing to exercise any of the powers conferred or to perform any of the duties imposed on the President, by this Act and may in like manner modify or cancel such order,

Provided that the delegation of powers or duties under this clause shall not relieve the President of any responsibility imposed upon him by this Act.

(2) When the office of the President is vacant, the Vice-President shall exercise the functions of the President until the new President is duly elected or appointed.

17. *Standing orders as to conduct of business*.—Every District Social (Adult) Education Council may make standing orders consistent with this Act and with any rules framed thereunder by the Governor in State in regard to the following matters:—

(1) the time and place of its meetings,

(2) the manner in which notice thereof shall be given,

(3) the conduct of the proceedings at meeting,

(4) the division of duties among the members of the Council,

(5) the appointment, duties and procedure of special committees consisting wholly of a certain number of members or partly of the residents within the local jurisdiction of such Council,

(6) the person by whom receipts may be granted for money paid to the Council,

(7) the inspection by members of the Council of Social Education Centres situated within the jurisdiction of such Council and the inspection of accounts, books, registers, returns and reports and other documents appertaining thereto, and

(8) all other similar matters.

18. *Powers of the Local Government*:—The Governor in State may, by order in writing, suspend the execution of any resolution of any District Social (Adult) Education Council or of any order issued by any District Social (Adult) Education Council or President, cancel such resolution or order and may prohibit the doing of any act which is about to be done or is being done in pursuance of or under colour of

this Act, if in his opinion, such resolution or order or act is in excess of the powers conferred by law.

19. *Powers of the Local Government in case of default*.—(i) If at any time it appears to the Governor that the District Social (Adult) Education Council or its President has made default in performing any duty imposed by or under this Act, the Governor in State, may, by order in writing, fix a period for the performance of such duty,

(ii) If the duty is not performed within this period so fixed, the Governor in State may appoint some person to perform it, and may direct that the expense of performing it be paid within such time as he may fix, to such person by the District Social (Adult) Education Council,

(iii) If the expense is not so paid, the Governor in State may make an order directing the person having the custody of the funds constituted under Section 27 to pay such expense in priority, to any other charges against such funds. Such person, shall, so far as the funds to the credit of the District Social (Adult) Education Council admit, comply with such order.

20. *Powers of Local Government to Re-constitute Council*:—If at any time it appears to the Governor in State that a District Social (Adult) Education Council is not properly functioning he may direct that all elected and appointed members of such District Social (Adult) Education Council shall vacate their seats and the vacancies shall be filled by election in respect of elected members and by appointment in respect of appointed members or that all the vacancies will be filled by appointment.

21. *Duties of District Social (Adult) Education Council*:—(i) It shall be the duty of every District Social (Adult) Education Council,

(a) to prepare and maintain a register showing all the Social (Adult) Education Centres and the number of places where Social (Adult) Education Centres have thus been provided,

(b) to arrange to take out census in the District and keep a register of literates and illiterates,

(c) to prepare and maintain a register showing the number of persons above school going age,

(d) to prepare and maintain a tabulated register showing the illiterate persons of ages 12-18; 18-25; 25-42; 42 and above in four stages,

(e) to tabulate such further information and prepare such plans as may be necessary to enable the Council to frame an estimate of the existing provision for Social (Adult) Education within the reach of all adults of above school going age,

(f) to prepare in consultation with the authorities concerned schemes for extension of Social (Adult) Education in each Panchayat and Municipal area,

(g) to arrange in consultation with the authorities concerned and with other Educational and Social Service Agencies for the opening of additional Social (Adult) Education Centres to arrange for the training of the conscripted individuals and others for Social (Adult) Education work,

(h) to grant recognition to the centres under provisions of the Section No. 20,

(i) to consider and pass orders on all applications under Section 20 for grants in-aid on behalf of centres under private managements,

(j) to disburse all sanctioned grants-in-aid to Social (Adult) Education Centres under private management from funds placed at the disposal of the Council in this behalf by the Governor in State,

(k) to maintain a Register of all recognised institutions in the District which provide for the training of Social (Adult) Education Organisers,

(l) prepare and maintain a register of all trained and certified workers employed in Social (Adult) Education Centres in the District,

(m) to prepare and transmit to the Director of Social (Adult) Education proposals for increasing the supply of trained and certified organisers,

(n) provide for lectures of visiting officials for National Development in the State,

(o) to provide suitable public libraries, materials and equipments therefor,

(p) in general do everything to carry out the provisions of this Act.

21. *Council to transmit particulars of Aid granted to Private Social (Adult) Education Centres*:—Every District Social (Adult) Education Council shall in each official year:

(i) frame and transmit to the Director of Social (Adult) Education, by such date and in such form as may be prescribed (a) the names of Social (Adult) Education Centres under private managements for which grants-in-aid have been sanctioned

for that year and (b) the amount of the grant which has been sanctioned for each centre, and

(ii) furnish a report to the Director of Social (Adult) Education, by such date and in such form as he may direct, exhibiting the Grants-in-aid which it has distributed to the Centres, within its District.

22. *Council to furnish other prescribed reports*:—Every District Social (Adult) Education Council shall transmit to the Director of Social (Adult) Education such further reports and statements as may be prescribed.

23. *Employment of establishment*:—Every District Social (Adult) Education Council shall maintain a Fund to which shall be credited,

(i) all sums granted by the Governor in State for the payment of Grants-in-aid of the Social (Adult) Education,

(ii) all sums granted by the Governor in State for the payment of Office and Establishment expenses,

(iii) all income derived from any Endowments or other property owned or managed by the Council,

(iv) all other sums of money which may be received by the Council for the purposes of this Act.

24-(i). *Funds where to be lodged and how to be drawn upon*:—The fund of each District Social (Adult) Education Council shall be lodged in such bank or Government Treasury as the Council may determine subject to the approval of the Governor in State,

(ii) all expenses incurred by the District Social (Adult) Education Council shall be paid out of such fund,

(iii) all orders or cheques upon the fund shall be signed by the President or by such person as he may authorise in writing to sign in his behalf.

25-(i) *Council to submit local Government Budget of Income and Expenditure*:—On or before the 30th November in each year every District Social (Adult) Education Council shall submit through the Director of Social (Adult) Education, in such form as may be prescribed, a budget of income and expenditure for the ensuing financial year,

(ii) The Governor in State may pass such orders as he thinks fit in respect of the budget and the District Social (Adult) Education Council be bound to carry out all such orders,

26. *Audit of Accounts of Council*:—The accounts of every District Council shall be examined and audited by an officer appointed by the Governor in State in this behalf and the District Social (Adult) Education Council shall carry out any instructions which the Governor in State may issue on the audit report.

SOCIAL (ADULT) EDUCATION FUND

27-(i). *The Constitution and Control of Social (Adult) Education Fund*:—There shall be constituted for each District Council in every District in which this Act is brought into force, a Social (Adult) Education Fund to which shall be credited any proceeds or any tax levied within the jurisdiction of such authority under the provisions of this Act,

(ii) all sums granted to such authority by the Governor in State for the benefit of Social (Adult) Education,

(iii) all fines and penalties levied within the jurisdiction of such authority under provisions of this Act,

(iv) all fees, if any, in Social (Adult) Education Centres managed by such authority, and

(v) all other sums of money which may be contributed or received by such authority for the purpose of this Act.

28-(i). *Social Adult Education Fund—where should be lodged and how to draw upon*:—The Social (Adult) Education Fund under Section 26 shall be lodged in such bank or Government Treasury as the Council may determine subject to the approval of the Governor in State.

(ii) All expenses incurred on Social Education by the District Council concerned shall be paid out of the fund.

(iii) All orders or cheques upon the Fund shall be signed by the Chief Executive Officer counter signed by one of the Council members, who may be appointed or elected by the Council.

(iv) So far as the funds to the credit of the Council permit the Treasury or Bank shall pay,

(a) all orders or cheques signed in accordance with sub-section (iii).

(b) All expenses incurred by the Governor in State on behalf of the District Council,

Provided that the District Council has given previous authority in writing to the Bank or Treasury to debit such expenses

to the Fund with at issue of any order or cheque.

29. *Social Education Tax and Government Contribution*:—With the previous sanction of the Governor in State, any District Council for which a Social (Adult) Education Fund has been constituted under Section 27, may levy within its area for the following taxes, viz.,

(i) If the area is within a Municipality a tax not exceeding 2 per cent of the taxation leviable in that area under law for the time being in force governing Municipalities under all or any of the following heads: Property-tax, tax on Companies, Profession-tax and License fee,

(ii) If the area is not within the Municipality, a tax not exceeding 2 per cent of the taxation leviable in that area under the law for the time being in force, Governing local bodies under all on any of the following Land cess, tax on Companies, Profession-tax and House Tax.

30. *Rate at which Taxes should be Levied*:—The District Council shall decide at what rates, subject to the maximum prescribed in Section 29, the taxes shall be levied and may from time to time alter such rates.

31. *Assessment and Realisation of Taxes*:—The assessment and realisation of the taxes leviable under Section 29 shall be in accordance with the procedure prescribed,

32. *Government Contribution to the Social (Adult) Education Fund*:—When the Social (Adult) Education Fund is constituted under Section 29 the Governor in Council shall contribute thereto a sum not less than the proceeds of the taxation levied under Section 29 on behalf of the fund.

Provided that such contribution shall be in addition to, and not in lieu of, the amount of recurring expenditure incurred from the State Funds during the financial year before the coming into force of this Act on Social Education Centres under Public management situated within the area for such Social (Adult) Education Fund has been constituted

33-(i) *Budget and Audit*:—On or before the 30th November, in each year, every District Council for which a Social (Adult) Education Fund has been constituted under Section 27, shall submit to the Governor in State through the Director of Social (Adult) Education in such form as may be prescribed, a budget for the ensuing financial year showing the income and expenditure relating to such fund.

(ii) The Governor in State may pass such orders as he thinks fit in respect of the Budget and the District Council shall be bound to carry out such orders.

34. *Audit of Accounts of Social (Adult) Education Fund*:—The Accounts of such Social (Adult) Education Fund shall be examined and audited by an Officer appointed by the Governor in State in this behalf, and the District Council concerned shall carry out any instructions which the Governor in State may issue on the audit report.

35. *Social Education Centres Recognition of Social Education Centres*:—The Manager or Secretary of any Centre of private or Public Management desiring that such Centres shall be recognised as a Social (Adult) Education Centre shall submit an application in the prescribed form through the Officer in Charge of inspection to the District Social (Adult) Education Council.

(i) Subject to such rules as may be prescribed the Social (Adult) Education Council may, by an order in writing, grant such application, whether with or without conditions, or refuse or defer the grant of recognition and may in like manner cancel or suspend any order granting recognition.

(ii) An appeal shall lie to the Director of Social (Adult) Education in respect of any order passed under sub-section (i),

(iv) All orders of recognition in respect of Social (Adult) Education or by an Officer-in-charge of inspection before this Act came into force shall be held to have been made under this Section.

GRANT-IN-AID

36-(i) *Admission of Private Social (Adult) Education Centres to aid*:—The Manager or Secretary of a Social (Adult) Education Centre under private management desiring that such centre shall be admitted to aid, shall submit an application in the prescribed form through the Officer-in-charge to the District Social (Adult) Education Council.

(ii) Subject to such rules as may be prescribed, the District Social (Adult) Education Council may, by an order in writing, grant such an application, either with or without conditions, or refuse or defer the grant of admission to aid, and may in like manner cancel or suspend any order granting admission to aid.

(iii) An appeal shall lie to the Director of Social (Adult) Education in respect of any such order passed under sub-section (ii).

of Swathanthra Nagar the South Indian Adult Education Association and the Students' Adult Education Council, it is proposed to establish a Gandhi Graham under the auspices of the Community Centre with the main object of creating a settlement for Adult Education workers, which is based on a fusion of socialism, love of people and country. It is also based on great ideals of Indian culture and Gandhian Philosophy—Truth, Non-violence, Purity, Self-Help, Security, Control and Spirituality.

The Swathanthra Nagar Community Centre was founded in 1949 at Lloyds Road, Royapettah, Madras. Twenty-two grounds of site with fifteen tenements were acquired from the Corporation of Madras, through the Co-operative effort, for a nominal price, and arrangements have been made to distribute the site to the 92 residents of the colony. The Foundation Stone of the Community Centre was laid by Professor Humayun Kabir, Secretary Ministry of Education, Government of India, on the 28th July, 1954, and Sri N. S. Arunachalam, I.C.S., the then Collector of Madras distributed membership cards on the 25th April, 1954, to the

residents to own their sites through their Co-operative House Site Society. The success of the Co-operative House Site Society has paved the way for the quick realisation of a Model Community Centre with other items of work indicated in the enclosed plan.

The Gandhi Graham will be located in the heart of Swathanthra Nagar Colony of Bungis, whom Mahatmaji had loved and for whom he had toiled and died. The Corporation of Madras through the help of Sri V. N. Subbarayan, Commissioner, has made arrangements to alienate one and half grounds for this purpose for a nominal price. A sketch plan for the proposed construction is herewith enclosed which will give a general picture of the project.

We appeal to you, as one of those interested in the Education of the masses and in the perpetuation of the loving memory of our Mahatma Gandhi to extend your kind co-operation by contributing your share, in cash or kind, as much as you could, for the successful implementation of the scheme.

G. HARISARVOTTAMA T. J. R. GOPAL.
RAU. Secretary,
Chairman.

India Asks UNESCO to take the Lead in a World Educational Development Plan

In a proposal submitted to the Eighth Session of the General Conference of the United Nations Educational, Scientific and Cultural Organization which opened November 12 at Montevideo, Uruguay, India has urged UNESCO to take the lead in carrying out a world plan for educational development.

To aid under-developed regions, India asked that UNESCO harness "the resources and the prestige of the Organization for building up an Educational Development Fund from which liberal financial assistance can be given to Member States engaged in nation-building activities."

By carrying out such a plan, India emphasized that UNESCO would "focus world opinion on problems of peace and may yet initiate a movement for diverting the world's resources from the present armament race to the relief of man's estate."

The proposal was part of the report submitted by India to the General Conference. Ever since India attained independence, the report states, "her main efforts have been directed towards creating collective peace and a climate of tolerance in which disputes between nations can be solved by methods of persuasion rather than by force or violence." In practice, it is pointed out, this means that India has a natural interest in "strengthening the authority and expanding the work" of UNESCO.

A noted Indian statesman and philosopher, Sir Sarvepalli Radhakrishnan, has been a leading figure in UNESCO since the founding of the Organization. Vice-President of the Republic of India, Sir Sarvepalli was President of the 7th Session of the UNESCO General Conference and Chairman of the UNESCO Executive Board from 1949 to 1952.

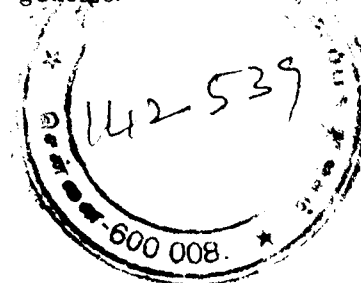
India's proposals for UNESCO's future programme reflect the opinion of delegates from Asian and African countries who attended a meeting early this year called by the Indian National Commission for UNESCO where increased UNESCO action was asked to "satisfy the growing interest and requirements for under developed areas." In particular, India stressed decentralization of UNESCO's activities.

The report points out that India has co-operated extensively on its own soil with UNESCO in the field of fundamental education. UNESCO experts have been invited to assist in carrying out India's social and rural education programme and the Janata Model College at Alipur is now training villagers to improve living standards through better use of local resources. Similar colleges are being established in other Indian States.

At the same time, India is expanding free and compulsory education. The Indian Government and the State of Bombay were joint hosts to a UNESCO Regional Conference in 1952 which dealt with this problem.

Working closely with the UNESCO Science Co-operation Office in New Delhi, India has shown particular interest in UNESCO's programme of arid zone research (UNESCO Advisory Committee in this field includes an Indian member). As part of a huge programme to apply science to the improvement of living conditions, India is setting up a net work of national laboratories and plans to make use of popular science exhibitions to bring this programme home to the public. Two UNESCO travelling exhibitions—"Our Senses and the Knowledge of the World" and "Man and the Jungle"—were seen by large audiences in India in 1953 and 1954.

The report also states that Human Rights Day and United Nations Day are now widely observed in India where many schools and colleges offer information about the United Nations and where the number of UNESCO Clubs in universities is steadily growing. In addition, A.I. India Radio allots time to tell listeners about the work of the UN, UNESCO and other UN Agencies.



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T. J. R. Gopal, Secretary,
"ADULT EDUCATION REVIEW",
10, Narasingapuram Street, MADRAS-2.

The Asoka Society

The Sixth Anniversary of The Asoka Society was celebrated on the 24th October 1954 at the Woodlands Hotel, Mylapore, under the presidency of the Hon. Sri B. Parameswaran, Minister Government of Madras. There was a respectable gathering which included, among others, adult education enthusiasts like Messrs. G. Harisvottama Rau, K. S. Ramaswami Sastriar, N. S. Arunachalam, and A. G. Vilva Roy. After tea, Prof. M. Sriramulu welcomed the gathering. Mr. C. P. Nathan read messages received from Prof. Humayun Kabir, Education Secretary, Government of India, New Delhi, Dr. B. V. Narayanaswami Naidu, Chairman, Forward Markets Commission, Bombay, Hon. Ministers Sri C. Subramaniam, S. S. Ramaswami Padayachi and the Raja of Ramnad, Dr. U. Krishna Rau, Sri K. Venkataswami Naidu, Srimathi Kulkarni

Devi Arundale and others. Mr. T. Neelakantan, Hon. Secretary, read the annual report. In the report, it was said that adult education was one of the important activities of the Society. Three E's were taught to the adult pupils and talks on general matters were given. To serve the dual purpose of education and entertainment films and lantern-slides were shown to them.

Mr. Henry C. Ramsey, American Consul-General, Madras, gave an interesting lecture on the occasion on "United Nations and United States' Foreign Policy". Sri B. Parameswaran, in his speech complimented the Society on the good work done during the year. The gathering was then entertained with music for a while, after which Prof. T. Dhanakoty proposed a vote of thanks. With the singing of Jana Gana Mana, the function came to a close.



The above is a photo of some of the active members of The Asoka Society with Mr. T. Neelakantan seated in the centre.

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