

Adult Education Review

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

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

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

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

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

S. A



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OFFICIAL REPORT READY

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

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Vol. IV

JANUARY, 1953.

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EDITORIAL

The Third National Seminar on Adult Education, Delhi

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

By giving aids for conducting Seminars for pooling experiences.

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

The International Conference of Social Work

By K. S. RAMASWAMI SASTRI

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

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

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

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

National Seminar on Preparation of Literature of Neo-Literates

Prime Minister's Plea for Social Education

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

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

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

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

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

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

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

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

The Conference was on the whole a great success.

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

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

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

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

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

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

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

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

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

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

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

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

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

Resolutions Passed

The Seminar passed the following resolutions :

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

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

2. That the Governments be requested :

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Await Early Release:

“WOES OF AN ILLITERATE”

[படியாதுவர் படும்பாடு]

Third South Indian Adult Education Week Celebrations.

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

Chingleput District.

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

Ramanathapuram District.

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

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

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

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

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

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

Madurai District

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

Tirunelveli District

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

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

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

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

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

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

(Continued on page 70)

Purpose and objective of Adult Education defined

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

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

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

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

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

The Present as Basis for the Future.

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

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

Man Power

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

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

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

Great Consciousness for Better Life.

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

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

Plan Needed.

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

Symposium.

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

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

Tradition of Literacy in India.

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

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

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

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

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

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

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

Streaks of Dawn of Freedom.

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

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

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

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

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

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

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

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

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

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

What Politics Means

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

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

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

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

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

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

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

Ajmere has post-literacy Classes

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

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

Training of Adult Teachers.

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

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

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

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

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

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

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

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

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

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

Conscription of Students

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

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

Methods of Teaching

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

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

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

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

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

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

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

Follow up Literature.

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

Conclusion.

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

Literature for the new literate

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

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

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

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

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

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

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

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

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

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

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

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

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

Spreading literacy is patriotic work

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

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

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

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

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

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

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

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

Resolutions.

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

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

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

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

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

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

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

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

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

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

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

Third South Indian Adult Education Week Celebration

(Continued from page 54)

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

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

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

Reports received

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

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

"Activity in S. Kanara" A Correction

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

Request to Subscribers.

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

SHRI T. J. R. GOPAL,

Organising Secretary,

S. I. A. E. A. & Publisher, *Adult Education Review*.