

Adult Education Review

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Sri G. Harisarvothama Rau to tour All the States of India to study Adult Education at work

Our Editor Sri G. Harisarvothama Rau, who is also the Chairman of the Executive of the South Indian Adult Education Association and Honorary Organiser, Adult Education, Andhra Desa, has proposed to visit all the States of India to study Adult Education at work during the current year.

For the present, Sri G. Harisarvothama Rau leaves the Madras State on the 10th April, to stay in Mysore State for four days, and reaches Coorg on 15th April and stays in that State till the 17th April. Leaving Coorg for Ernakulam, he would be at the latter place till the 27th April after which he will be in Travancore-Cochin State, returning to Madras in the first week of May. Sri G. Harisarvothama Rau is in correspondence with the State Governments or the appropriate regional Adult Education authorities. Such non-official Associations or individuals as are interested in Adult Education as a part of our national reconstruction in the areas mentioned may contact him by writing to him to Second Street, Gopalapuram, Madras-6 so as to reach him before the 3rd April 1953 or by contacting the appropriate State Adult Education authority on the days of his visit to the State.

We hope Governments, Adult Education Associations as well as individuals interested will give him the best aid to study conditions of Adult Education. He visits the Hydrabad State in June and other States later.



Published by:

Sri T. J. R. GOPAL,
Organising Secretary,

**The South Indian Adult
Education Association,
Madras-1.**

CONTENTS.

	Page.
1. EDITORIAL :	
Social Education and the Student Population ...	93
2. Woman should play their part in Adult Literacy Work...	96
3. Production of Continuation Literature for new Adult Literates ...	97
Draft Working Paper ..	98
Prize Competition Scheme ...	99
Scheme of Prizes for Writers; Conditions and Rules ..	100
4. Dindigul Taluk Adult Education Committee Meeting ...	101
5. A Plan for a New United Attack on Illiteracy ...	102
Programme ..	105
Appendix ...	108
6. News and Notes ...	116

OFFICIAL REPORT READY

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

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ADULT EDUCATION REVIEW

MONTHLY JOURNAL OF

The South Indian Adult Education Association, Madras.

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

Vol. IV

MARCH, 1953

No 5

EDITORIAL

Social Education and the Student Population.

The student population of every country in the world has played its part in the history of the country's advance, probably as no other element has done. Naturally so, because there is no other section of the population so impressionable and so fully care-free. In our country the youth of the land composed of the student population has done gloriously well to help the liberation of the land from foreign rule. Today, after the achievement of full freedom for the country, when constructive endeavour has to build up the country, we must necessarily look forward to utilising the energies of young men to the best advantage.

The educational system under which we have been brought up has created the chasm that has yawned between the classes and the masses all this time, and the student, as the future leader of the country has very often been appealed to that he should repair to the village and employ his spare energies to the service of the common folk from whom he comes but tends to fall away farther and farther as his career in life advances. Under bureaucratic British rule which required clerks subservient to it, not leaders that would take the country along from achievement to achieve-

ment, this slogan of "Go back to the Country" was a cry in the wilderness. Now that we are free, it should be the most energising factor that should mould our future. However tradition dies slow. The British tradition of education still persists in spite of the best will of the leaders at the top to change it. A man like Rashtrapati Rajendraprasad can only talk of a necessary overhaul of the educational system but is incapable of affecting the old tradition in a powerful manner. It is not necessary for us to go into the reasons therefor and we do not desire to do it. We still find Ministers on tour address large audiences in the mofussil amongst whom there must be a large percentage who cannot very well understand a speech in English on a serious subject and supporting their conduct by spurious arguments. This really sets the standard of pace for the change of the Britisher's educational tradition. However, it cannot be said that we are not moving. Thanks to Gandhiji who insisted, even while engaged in a life and death struggle through non-violent methods, that freedom was not possible of achievement without constructive endeavour and laid emphasis on the revolutionary

change needed in the educational system of the country, certain ideologies in education have occupied the front benches in our policies, though reactionarism still threatens to push them back. One of such ideologies is that that learning is best which is acquired not from mere books but while doing. Even the ideology of "Learn while you Earn" has begun to make itself felt under certain contingencies. Social Service Leagues connected with Colleges have become a common feature and it is good for us that heads of educational institutions are trying their best to make use of these Leagues to give a rounding off to the education of our youth. Under modern conditions and with the money economy that has developed in our midst it is difficult to think of simple cheap and easy ways of service. We require some amount of money backing for young people to go out to villages and to work at ameliorative programmes. Therefore the drafting of students of higher grades, more especially of Colleges, has been taken up by Governments to spread Social Education during long holidays. Forty days camps have come into vogue in summer. In Madhya Pradesh which has spent well-nigh a crore of Rupees in four years on Social Education the student endeavour is very extensively organised during summer. That type of work is not possible where expenditure is much more limited. In our own State, a beginning was made two years ago and last year fourteen camps were run at a cost of about Rs. 800 per camp for the Government, the Social Service Leagues of the Colleges concerned contributing sometimes an equal

amount. This year a greater drive is contemplated. The Minister for Education, Dr. M. V. Krishna Rau, appears to be keen on the subject and the Department of Instruction is reported to have fixed a target of thirty camps. The Honorary Organiser for Adult Education for Andhra Desa has undertaken an extensive tour to as many Colleges as possible. On the 19th of this month both the Minister and the Hon. Organiser were present at Cuddapah where they made fervent appeals to the College staff and students and the public to make student settlements a success. It is to be hoped that the Government of Madras will make sufficient provision and much better work will be put in. But better planning appears to be necessary and proper handling of the issues is essential if the results should not end with reports on paper. To our mind, it appears, the Department has not taken proper advice. The very men who have to carry out the enterprise—the Principals of Colleges and their workers—have not been called upon to give preliminary advice. The nature of the problem in relation to the seasonal conditions of the localities and the pre-occupations of the students have not been studied. No officer of the Department has attempted to get into personal touch with the Principals and their workers or students in their Colleges. The Honorary Organisers do not appear to have been consulted, not to speak of the Social Education Sub-Committee. Orders have issued from the Department for routine observance uniformly all over. Saying all this we do not intend to cast any aspersions on individuals. A Department accustomed to great routine handling so

many problems of education may not be expected to do better. The Social Education endeavour requires fresh thought, flexibility in administrative matters, and a democratic outlook which concedes equal wisdom to people associated with the work—official and non-official. A new setup for the administration of Social Education has been long called for and we hope that the Minister-in-charge who is intellectually convinced of the urgency of right development of the cause of Social Education will come to proper decisions in regard to the set up. Still even as we are, certain matters in regard to student camps have immediately to be attended to.

In the Rayalaseema area, for instance, where famine conditions stride across the land summer is a hopeless season to put in any work. In the dryness of summer with no water to drink, with populations in villages at the lowest ebb of economic life the atmosphere is absolutely adverse for any goodwork to be done. There are other reasons also why summer is not sufficiently convenient for College students to launch on work except to carry on relief measures where such measures are made possible. To that extent young men in Rayalaseema have done good work as volunteers and earned the appreciation of the Ramakrishna Mission which did excellent service in the Cuddapah District.

Colleges in areas like the Rayalaseema are not capable of substantially financing summer camp work from their Social Service Fund on which so many other demands are made. Therefore to ask them to go on for 40 days would be to ask them to stop away from

this activity. Though we have indicated conditions in Rayalaseema there must be other such areas in the State. It therefore appears essential to the success of the cause that Principals are allowed a certain amount of freedom to choose their own season for work in this direction during the whole financial year and also cut the period subject to a minimum—say of three weeks. One other matter, the training of College students for Social Education Work also deserves attention in this context. Certain camps for their training are being run for five days. It is no doubt very valuable. But the authorities in charge of the work do not seem sometime to be aware of conditions in Colleges; for instance the camp for the Rayalaseema College students is being held at the end of February. It is felt that this is too late and it is a great task for the Principals to bring students together when they feel that they should be studying for examinations. It is also understood that certain Colleges in this area have been unable to send their students to Anantapur because the students could not find the railway fare. It appears better that every College is requested to run a five days training course in Social Education for its students at the most convenient time during the year. A syllabus may be suggested to the Principals. Training may be provided to Lecturers of Colleges at convenient centres. Every College may be requested to get as many of its Lecturers as possible to be trained. The question of training of College students can best be done in this manner. Otherwise, the student population as a whole cannot get the benefit.

Woman should play their part in Adult Literacy Work.

Mrs. Fred B. Fisher's Suggestions

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

Initiating the discussion Mrs. Fisher said it was necessary for those engaged in fundamental social service, like Adult literacy, to evince something more than what was connoted by the word sympathy; they should show the capacity, which she described as empathy, to put themselves in the place of the unfortunates for whose betterment, elevation and redemption they were all working.

The word 'empathy' led to an interesting discussion bordering on intellectual and met a physical analysis; and it was found that the word but conveyed a idea common to all faiths.

The following persons were present at the party, Mrs. N. Ramamurti, Sri K. S. Ramaswami Sastri, Mr. J. L. P. Roche-Victoria, Sri P. S. Krishnaswamy, Sri T. Neelakantan. Sri K. Hanumantha Rao, Sri T. J.R. Gopal, Sri Viraraghavan and Sri S. Airavatham.

Sri K. S. Ramaswami Sastri explained the history of Adult Education work in Madras, and pointed out that until the attainment of independence, the State had not taken any interest in the matter, and it was only after that some assistance was given. He said the Constitution had given the vote to every adult man and woman, no matter whether he or she was illiterate, and so in the recent elections they voted for symbols, everything except human beings. (laughter).

Mrs Fisher emphasised that woman should play an important part in the scheme of Adult Literacy work and village uplift. She also explained that there was need for incentives to make the illiterate villagers to take to literacy, and she was told that they would surely succeed if it was proved that by becoming literate they would earn more. The subjects of talk with the illiterate folk should relate to their environment and occupation.

In the course of the discussion that followed, Mrs Fisher said that Adult Education through radio would not succeed. She appealed to them to conceive of this work as a national work.

It was decided to organise an Adult Literacy Training Centre at Madras for the four Language regions, and a Committee was formed to get into touch with the Allahabad Adult Literacy Centre and take other necessary steps. It was decided that the length of the training course could be adjusted according to actual requirements.

Further discussions related to the method in which the follow up literature should be produced, and to literacy methods.

Mrs Fisher said it was proposed to locate the regional Adult Literacy Centres at the social education centres proposed to be located by the Government of India.

Mrs Fisher said that she admired what they were doing by way of adult literacy work in Madras.

Both Necessary

Asked by a Pressman whether she considered that adult literacy drive was necessary at a time when their resources were very limited and they were not able to get into the schools any appreciable percentage of school age children, Mrs. Fisher said: "Both have to be done, and you cannot

(Continued on page 114)

Production of Continuation Literature for new Adult Literates

Second South Indian Regional Seminar to discuss ways and means

The success that has inevitably attended the Adult Literacy Drive, which is being conducted by the South Indian Adult Education Association for many years now, has brought to the fore the problem of preventing relapse into illiteracy.

It is now generally agreed that production of continuation books suited to the psychology and requirements of new Adult Literates is one of the effective means to prevent relapse into illiteracy. The ensuing Second South Indian Adult Education Regional Seminar will deal with the question of production of such books. The following is the full text of the General Circular relating to the ensuing Seminar, sent by the South Indian Adult Education Association:—

I have the honour to inform you that, with the approval and aid of the Government of India, the South Indian Adult Education Association is making arrangements to conduct a Second Regional Seminar on Adult Education at Ernakulam, Travancore-Cochin State, from 20th to 27th April, 1953.

The purpose of the first Regional Seminar on Adult Education organised by, and held under the auspices of, the Association, in the Besant Theosophical High School, Adyar, Madras, in April 1951, in pursuance of the policy pronouncement made by Maulana Abul Kalam Azad, India's Education Minister, at the closing session of the UNESCO-sponsored International Seminar on Rural Adult Education held in Mysore in November-December 1949, was to devise techniques for spreading literacy among adults in the four regional languages of this part of South India. The Seminar was attended by a large number of Delegates and Observers representing State Governments, Local Bodies, Educational and Social Service institutions and organisations. The literacy techniques evolved at, and the Recommendations formulated by, the Seminar are being implemented in the thousands of Adult Literacy Schools and Adult Education Centres established and functioning all over South India.

The ensuing Second Regional Seminar will deal with the question, in all its bearings, of production of continuation literature suited to the psychology and special requirements of new adult literates. It will be generally agreed that books meant

for children which are elementary and not sufficiently informative will not do for a new adult literate who is seized with a new avidity for modern knowledge so necessary for him in fighting his battle of life and playing his part in the making of a democratic order. Hence the need for new books confined to the vocabulary of the adult in his mother tongue or regional language. The Seminar will divide itself into four language groups—Tamil, Telugu, Malayalam and Kannada, and decide the lines on which production of continuation books for adults must proceed. I am sending herewith a copy of the Working Paper prepared by Sri G. Harisarvothama Rau, Associate-Director, which gives a full idea of what the Seminar will be required to examine. The Working Committee of the Seminar would welcome, and be thankful for, helpful suggestions.

I am desired to request you to give your best co-operation to make the ensuing Seminar the success it deserves, and is destined, to be, by sending a Delegate or Observer to take part in the Seminar.

Each Delegate is required to pay in advance a Delegation fee of Rs. 5 and a sum of Rs. 20 in advance towards boarding charges, that is, for eight days at the rate of Rs. 2-8-0 per day. Similarly, an Observer is required to pay in advance an Observer fee of Rs. 3 and a sum of Rs. 20 in advance towards boarding charges. No part payment towards boarding charges will be accepted, and no refund of the charges covering a period of absence will be made. Lodging accommodation will be provided free of charges to all the Delegates and the Observers.

The Reception Committee at Ernakulam will attend to all the arrangements regarding boarding, lodging, transport, postal facilities, etc.

Intimation of a Delegate or an Observer being deputed should be addressed to the

Association Office until the 15th of April 1953 and after that date to the Seminar Office at Ernakulam.

Yours faithfully,
T. J. R. GOPAL,
Secretary-General.

Draft Working Paper.

The following is the full text of the Draft Working Paper prepared by the Associate-Director Sri G. Harisarvothama Rau, M.A. :—

A New Literate, for our purposes, is the adult who has just finished the Primer and the First Book. The Seminar will concern itself with books and literature for the adult whose education must progress from this stage :

The Seminar, after the opening Plenary Session where the Working Paper as finalised will be explained, will meet in linguistic Reading Circles and acquaint itself with the literature on the subject of production of Adult Literature, more especially ; (1) "Writing books for Adults" published by the Ministry of Education, Government of India ; (2) Extracts from "Suggestions for the preparation of Reading Matter" by the Ismail Rodrigues Bou ; (3) "Literature Production at Jamia Millia" by Shafiqur Rahman ; (4) "Principles adopted by the Mysore Adult Education Council in its publication work"—as enunciated by Sri Madhiah Gowda, its president ; (5) A short account of attempts made in India by the Indian Adult Education Association, Delhi, the South Indian Adult Education Association, Madras, and State Governments and institutions.

The following are generally the items on which consideration is bestowed in connection with "Literature for the Adult" ; (1) Physical make up of a book ; (2) Printing ; (3) Illustration ; (4) Vocabulary, (5) Style ; (6) Content.

1. On items 1 to 3 has fairly accumulated already, and the recent Seminar held in Jamianagar, Delhi, has recorded, a large number of findings. This Seminar will spend probably two hours reviewing these findings. That will be at the Second Plenary Session.

Items 4, 5 and 6 are concerned really with subject matter and its presentation to the reader. For a Regional Seminar seeking to do its work on a language basis, it is best to concentrate attention on these items.

2. To the adult his language, with its idiom and thought content, is what matters, not the mere mechanics of reading and writing. The best idiom of our language is enshrined in their folk song, folk drama and folk literature. The Seminar will meet in linguistic groups and consider how best this literature can be collected and used in Literature for the Adults.

3. Besides literature as such there are indigenous methods of presentation of knowledge to the adult like Harikatha, Purana, Terukuttu (street Drama.) The Seminar will examine what all such methods exist and explore ways and means to improve the adult's reading capacity through these channels. Just as at film shows it is possible to present reading matter on the screen to tempt the adult to read, so at these also reading matter may be presented. Especially the shadow play appears to lend itself excellently to present short reading matter.

4. It is not as if there is no book in the existing literature which the New-Literate can use with advantage. An attempt should be made at the Seminar by Language Groups to list such literature.

5. Government Departments in States more especially the Development Departments, are publishing posters, leaflets and brochures as also journals in the local languages for the adults to read. The Seminar will review these publications in Language Groups and suggest what part of such literature and with what changes may be utilised for follow up work by the New Adult Literate.

6. Different forms in which the subject matter is presented to the adult evoke different interests—song, poetry, dialogue, story, drama janamana gana, descriptive proses, the poster, the wall newspaper, the special newspaper, the ordinary daily newspaper have all their own place in follow up work. The Seminar Language Groups will first

study which of these in their languages is already employed for use and with what amount of attraction; and members competent to handle will prepare samples of work in all these types with a subject or two like "Daily habits for health" and "Seasons of the year," taken up for instruction.

7. Each Language Group will suggest that classical works in its literature may be retold to the adult in appropriate language.

8. A Special Committee of members knowing more than one language out of the four may sit and suggest what famous or classical works from the Dravidian languages may be retold to the adult in all the languages.

9. Literature for the New Literate may be created, but it has to reach the adult. How to arrange distribution is a problem. The machinery for distribution has to be set up. The library—travelling as well as stationary—is probably the most important agency. The Seminar will discuss the possible use of this and other agencies.

Group and Committee reports will all be summarised and presented to the Plenary Sessions.

Suggestions are invited upon this Working Paper, and friends interested in the different items of the programme are requested to write papers to be read or used at the Seminar.

Publishers and authors who have produced Adult Literature are requested to send copies of such literature with their own notes dealing with each copy.

The Governments concerned,—Madras, Mysore, Hyderabad, Travancore-Cochin—are requested to supply literature produced by their Development Departments in Telugu, Tamil, Canarese and Malayalam, including journals.

Friends who have collected rare folk songs, folk drama or proverbs in these languages are requested to send copies of the same.

Besides using all this material for purposes of the Seminar, arrangements are being made to exhibit them at the Seminar.

Prize Competition Scheme.

The following is the full text of the appeal issued by the South Indian Adult Education Association calling for patrons for a scheme of prize competition designed to encourage writers and stimulate production of books for the benefit of new Adult Literates:—

As you are aware, promoting Social Education is one of the avowed nation-building objectives of the Government of India. The purpose of Social Education is to equip the adult population, which has acquired the right to vote under our Republican Constitution, for citizenship responsibility. Science having quickened the pace of progress in every sphere of life, the adult has to stand on his own legs, he can no longer rely on his friend or neighbour to get to know things. An adult literate can fight the battle of life better than an adult illiterate. Adult literacy is therefore the *sine quo non* of Social Education.

The South Indian Adult Education Association, since its inception in 1939, has been devoting itself to the cause of Adult Literacy. In April 1951, with the approval and aid of the Government of India, the Association organised and conducted a Seminar on Adult Literacy. The

techniques evolved at, and the recommendations formulated by, the Seminar with reference to the four regional languages of this part of South India, are being implemented with more or less success in the thousands of Adult Literacy Schools and Adult Education Centres all over the State. The Association is just now busy making arrangements for holding the Second South Indian Adult Education Regional Seminar at Ernakulam, Travancore Cochin State, from 20th to 27th April 1953. The purpose of the Second Regional Seminar is to discuss and decide the lines of production of continuation literature suited to the psychology and requirements of new adult literates with a view to preventing relapse into illiteracy.

Books meant for children being too elementary and not being sufficiently informative will not do for adults. Nor is it desirable to let the new adult literate, who is seized with an avidity to learn

many things for himself and as quickly as possible, to take to reading the periodicals new extant in our regional languages, which are either above the comprehension of the average new adult literate or unduly propagandist in other than desirable ways. What the new adult literate requires is a set of books in his regional language confined to his vocabulary, attuned to his thought structure, easy to read and covering the entire gamut of modern knowledge that the average citizen must possess if he is to lead a fruitful life and make a contribution to national welfare.

In this connection, the Association has devised a scheme to stimulate production of the right type of continuation books for new literates. The scheme aims at encouraging writers and canalising the support of the patrons of the cause of Adult Social Education. The Association would publish to start with, 50 books in Tamil, 50 in Telugu, 20 in Malayalam, 10 in Kannada, and invites for the purpose manuscripts from writers in all the aforesaid languages. The manuscripts will be considered by the Language Groups that would be constituted at the Seminar and the best of them in the numbers required would be taken up for publication. The author of every manuscript thus adjudged the best and passed for publication would be given a prize. The Association shall have all the rights absolutely concerning the publication, and the author shall have no right concerning it after he has received

the prize. The Association may consider the question of publishing any manuscript which has not secured the prize but which may be good enough to appear in book form, at the request of the author provided he wants no remuneration and is willing to give to the Association all the rights absolutely concerning the publication. Those who desire to take part in the competition for the prize should make a formal application to the Organising Secretary of the Association together with a Registration fee of one rupee. In case the author wants his manuscript to be returned to him, his wish will be complied with.

Now the success of the scheme outlined above would depend on the required number of patrons coming forward to award Rs. 100 each, 50 such patrons for Tamil, 50 for Telugu, 20 for Malayalam, 10 for Kannada. The number aimed at is not too many considering the vastness of the field and the lasting benefit to be conferred on the new adult literate.

I request you to be good enough to become one of the patrons, and send Rs. 100. If you so desire, you may mention the subject wherein you would have a book written and published. The prize will be named after you unless you direct otherwise.

Yours faithfully,
G. HARISARVOTHAMA RAU,
Chairman,
S.I.A.E.A. Executive Committee.

Scheme of Prizes for writers; Conditions and Rules.

The South Indian Adult Education Association is sponsoring a plan formulated by its auxiliary, the South Indian Adult Education Co-operative Publishing Society Ltd., to publish books for new adult literates, to start with, 50 books in Tamil, 50 books in Telugu, 20 books in Malayalam and 10 books in Kannada.

Subject for Books

For the aforesaid purpose, the Association invites authors to send to the South Indian Adult Education Co-operative Publishing Society Ltd., 2/21, First Line Beach, Madras-1, manuscripts on the following subjects:—(1) Famous World Stories; (2) Stories of Indian Worthies; (3) Stories of World's greatmen; (4) Our Country; (5) The World around us; (6) Our

food; (7) Our food crops; (8) Fruits; (9) Vegetables; (10) My Home; (11) My village; (12) My town; (13) My body; (14) Health Habits; (15) Our Cattle; (16) Water; (17) World People; (18) Thrift; (19) Panchayats; (20) Co-operation; (21) Vote; (22) How we are ruled; (23) Agricultural improvements; (24) Improved Village Artisanry; (25) Child Welfare; (26) Epic Stories; (27) Mother Welfare; (28) Education for all; (29) Festivals; (30) The Sun, the Moon and the stars; (31) Khadi; (32) America; (33) Russia; (34) Britain; (35) China; (36) India; (37) Denmark and its way of life; (38) Electricity and its uses; (39) The Newspaper; (40) The Library and Reading Room; (41) Famous Temples; (42) Our Taxes; (43) Beekeeping; (44) Poultry; (45) Our Big Industry; (46) Capi-

tal and Labour; (47) Our great poets and authors; (48) Our unseen enemies (Microbes); (49) Work and Win; (50) Our Soil; (51) The Coin; (52) The live Gandhi; (53) Carriers of disease; and (54) How India won Independence.

Conditions and Rules.

The Authors may write the books in story, dialogue, drama, or narrative prose. They may indicate the illustrations necessary, and forward such illustrations.

The Society offers as a prize Rs. 75 per book of 32 printed pages for all accepted manuscripts. The copyright of the books will belong to the Society.

The Society will appoint qualified judges to examine the manuscripts and award prizes. Their decision shall be final. Books hitherto published will not be accepted. The manuscript should be sent in duplicate written legibly on one side in ink, the size being foolscap.

Writers intending to compete for a prize should register their names with the Society, and pay a registration fee of One Rupee per book. Manuscripts which have not secured prizes will be returned, if so desired by the authors. The Society would publish such manuscripts as have not been awarded prizes, if they are deemed good enough, provided the authors are willing to make a gift of the manuscripts to Society.

The manuscripts should be sent to *Sri T. J. R. Gopal, Secretary, The South Indian Adult Education Co-operative Publishing Society, Ltd., 2/21, First Line Beach, Madras*, before the 20th April 1953. It is intended to exhibit these manuscripts at the Second South Indian Adult Education Regional Seminar to be held during the last week of April at Ernakulam, Travancore-Cochin State.

T. J. R. GOPAL, *Secretary,*
S I. A. E. Co-operative Publishing Society, Ltd.

Dindigul Taluk Adult Education Committee Meeting

The second meeting of the Dindigul Taluk Adult Education Committee was held at 6 p.m. on 3-1-1953 in the Sub-Collector's Office, Dindigul. The Municipal Chairman, Sri K. Ganesan, B.A., B.L., presided over the meeting. The following resolutions were passed:—

1. To request the Municipality to open an Adult Education School in every ward of the Municipality.
2. To request the Proprietors of the Industrial concerns to open an Adult Education School or Centre.
3. To request the Director of Public Instruction, Madras, to open classes for

training Adult Education Teachers, in Dindigul, Gandhigram and Vadamadurai during May 1953.

4. To request the Firka Propagandist to form the Committee before 15-1-1953 with the Revenue Inspector as the ex-officio President of that Committee and a report of the activities of the Committee to be sent to the Revenue Divisional Officer, Dindigul, before the 15th of every month.

5. To present the Adult Education Shield to each of the Training Schools of the town requesting the heads of the institutions to award it to the class which has taught the maximum number of adults during the year.

Await Early Release:

“WOES OF AN ILLITERATE”

[படியாதவர் படுமபாடு]

A Plan for a New United Attack on Illiteracy

Establishment of a Central Government Adult Education Office urged

BY DR. FRANK C. LAUBACH

In 1937 Mahatma Gandhi came out strongly for a literate India. He thought it would not be difficult nor impossibly costly if it became a people's movement, and each man did his part. Since 1937 many campaigns, some very large, some very small, have been in progress throughout India. In 1938-39 there was tremendous progress in several States.

The Second World War brought these campaigns to a sudden halt. Since the war India was obsessed with the peaceful struggle for freedom and then with the problems of Partition. Recently Literacy campaigns have begun to assume importance again, especially in some States. It is realized by thinking people that the responsibilities of universal franchise are a new urgency to the achievement of adult literacy.

The effort to increase the production of India to meet the need for more food is another reason for literacy. This increased production must result from more scientific farming. But scientific farming depends at every turn upon the ability to read and write. The scientific farmer, whether on a large scale or small, must read what others in India and the world are doing better than he is doing it. He must be able to have accurate records of his own farm experiments and accurate accounts of his receipts and expenditure. He must be able to read catalogs of seeds and implements and to write orders for these. He must be able to write to government service centres when he needs information about some unusual condition. He must be able to read about new discoveries as they are published, so as to keep abreast of the times. The list of reasons why he needs to read could fill a volume. A man cannot be an up-to-date prosperous farmer unless he or some member of his family reads and writes.

Since increase in productivity of all India is the sum total of individual farmers literacy is a necessity for the programme of increasing productivity of the soil now being undertaken. This is clearly seen by the men who are trying to carry out the programme.

Types of Organisations in a People's Drive against Illiteracy

The list of organisations which have engaged in literacy work or which are able to

teach illiterates is very long. They fall roughly into these thirteen classifications:

1. Departments of Adult Education in State Governments.
2. Other departments of Government (like Labour Department) requiring literacy of their employees
3. Community Projects including literacy.
4. Semi-governmental campaigns, like that in Bombay City.
5. Literacy organizations like the South Indian Adult Education Association.
6. Literacy campaigns of religious organizations
7. Campaigns conducted by industries, e.g., Tata Iron and Steel.
8. Campaigns of Labour Unions among their members.
9. Campaigns of Women's Clubs.
10. Youth organizations, like Boy Scouts.
11. Campaigns conducted by students, especially during vacation.
12. All literate people, teaching at home, each one teaching one.
13. Local village campaigns, directed by school teachers and others.

Most of teaching has been done by school teachers or ex-teachers employed by the Government, or by some private organization, or by subscriptions from illiterates.

Defects of past Campaigns

Since 1935 I have co-operated with educators throughout India in experimenting with lesson materials in twenty languages,

and have participated in initiating many campaigns, and so may be considered a seasoned veteran. This experience convinces me that nearly all the conditions are now ripe to carry the fight for literacy on to a successful finish. Great numbers of organizations, public and private, stand ready to help; the patriotic devotion exists. India also may profit by all the pilot experiments of two decades. These experiments indicate what defects remain to be remedied for best results.

Needed: A Closer Integration of Literacy Campaigns

In India there have been many campaigns, not one campaign. They need greater united effort. This obviously can only be brought about by establishing a Central Literacy Office in the Ministry of Education. This *does not mean* an increase in authority over the State and private campaigns. The States could not be expected to yield their authority to the Federal Government.

It *does mean* rendering more service from New Delhi to all literacy organisations. It means standing ready to provide any and every literacy campaign with twelve basic services and tools, which the individual campaigns cannot secure without this aid. Experience has shown that these twelve tools must be made available for a completely successful campaign. They are the pillars on which a strong campaign must be built

Tools and services which the Government Center must Provide

1. Colour picture letter association charts, 1952 model, to be pasted on the walls of villages two months before a campaign begins so that villagers may teach themselves the letters. Such charts are now for sale in Hindi and are being made in nine other languages.

2. Primer built upon the vocabulary of the wall charts, and carrying the student to a complete mastery of phonetics, teaching 120 words, and enabling the student to read simple sentences. These Primers are now for sale in Hindi, Marathi, and Tamil, and will be ready in seven other languages this year.

3. Second Reader based upon the vocabulary of the Primer, introducing only ten new words a day, repeating each word at

least five times. Each lesson contains at least one highly valuable fact the villager needs to know about raising better crops, avoiding malaria, and leading a happier life. This Second Reader adds 1,000 new words to the reader's vocabulary in 100 chapters.

The above charts and Primer and Second Reader constitute a scientifically graded series, each lesson carefully built on the preceding lesson with a strictly controlled vocabulary, the most modern method of building text books.

4. Diploma forms for those who graduate from Primer and Second Reader; also "certificates of patriotic service" for teachers of illiterates.

5. Training classes to drill teachers in the perfect way to teach this type of material. Poor teaching can spoil the best lessons. A stupendous wastage of time, money and also of students, comes from failure of teachers to fit their teaching to lessons. The Central Office needs a highly skillful staff of expert teacher trainers to travel from one class to another.

6. Latest rotary presses to produce the lesson materials in colour or in black and white by mass production, so as to reduce the cost.

7. A simple farm journal, based upon the previously learned vocabulary of 1,120 words, written in easy, fascinating style, attractively illustrated.

8. Booklets and pamphlets using a limited vocabulary, written fascinatingly and simply, with profuse attractive illustrations, bearing on all themes most vitally interesting to the villagers.

9. Schools teaching simple journalism, and correspondence courses training writers to write plain, fascinating material. Also training in the art of interviewing experts in agriculture, health, children, home life, cooking, government, and writing the wisdom of the experts down to the level of the villager, weaving it into fascinating stories.

10. Women must be trained to write for women. There must be a Woman's Country Journal, and many women's booklets, by and for women.

11. A central bookstore where all lessons and simple literature of every language may be purchased.

12. An aggressive and efficient organization trained in publishing, selling and distributing all this literature.

The Central Government would not, of course, have authority to instruct any literacy campaign, private or government, to follow its recommendations, but it will be able to say, "If you want the best results at the least cost, this is what we recommend." Certainly nine out of ten campaigns in the past have used inferior materials, not because they preferred them, but because they could find nothing better. If our material is beautiful and inexpensive, few will probably reject it.

There has been no adequate means of interchange of experiences, so that excellent discoveries were made in one region which were unknown to the rest. The proposed Central Government Adult Education Office will be a clearing house for all real advances in educational skill. It will also have ready for sale anything any campaign may require if it measures up to the best standards.

A Central Supply Depot will be especially useful in providing follow-up literature. This has been badly needed in the past. Perhaps crores of people have risen through the Primers and Second Readers and then, finding no simple publications interesting enough to intrigue them on to further reading, have lapsed into illiteracy. This time enough alluring simple books and magazines must be awaiting adults as they graduate from the Second Reader. And it must be the kind of reading that will make them become healthier, wealthier, wiser and better citizens.

The provision of the Central Service Office will require a considerable initial expenditure, if these twelve types of tools are to be made available to all India. It is here that the Government may need help at the outset. With wise management the entire programme should become self-supporting and even profitable.

This new Central Service Office would be a part of the Ministry of Education.

It would, however, work in close cooperation with the Indian Council of Agricultural Research, which has plans to print a farm journal for new literates. It hopes also to prepare a correspondence course for writers of simple literature, and to print booklets and pamphlets relating to agriculture and rural problems.

The Central Literacy Office of the Ministry of Education would work in close

touch with the Ministry of Health in providing simple material on health and sanitation. It would also stimulate the other Ministries to prepare simple matter in their fields.

The Literacy Office would also seek to inspire hundreds or thousands of private persons to write simple, fascinating material. (Fuller treatment of this will be found in Appendix G.)

To secure closer co-operation of all government agencies, a Literacy and Literature Coordinating Board might be created consisting of the Ministers of Education, Agriculture, Health, Information and Broadcasting, Labour, Mr. Ensminger of Ford Foundation, and Mr. Willson of Technical Co-operation Administration. There could be similar coordinating committees in each State.

A Five-year plan for the war against Illiteracy

This Five Year Plan aims to weld together the many separate campaigns into a mighty army, coordinated, equipped and trained to win the war. It will lack one characteristic of an army—it will not have any General able to issue commands and to exact obedience. It may more accurately be named a "People's Crusade"

There is one important respect in which we shall be weaker than an army. An army discards old-fashioned muskets and uses the latest and best weapons. It will not be possible by issuing orders to discard the old-fashioned weapons being used by many areas as textbooks for their campaigns. The writers and publishers of these books would be more than human if they did not resist change. But change will have to be accomplished by persuasion and convincing demonstrations. This will be another function of the Central Office. It is a very important task. An army that used a large variety of inferior weapons would be courting defeat. India cannot afford the stupendous cost that inefficiency would entail.

Probably the production of the most attractive materials at the very lowest cost will go far towards persuading all communities to utilize the material offered by the Central Office. Vast quantity production is certain to prove far more economical than any small productions can be.

First year 1952-53.

The Five Year Plan will be carried out by the Co ordinating Board. A Central Literacy Office in the Ministry of Education will be set up in the first year. The Central Literacy Office will compile a complete list of organisations engaged in teaching illiterates, their reports and the texts which they use; it will correspond with Secretaries of all these organisations engaged in literacy, telling them of the new office and the twelve forms of service it offers; writing and printing of Charts, Primers and Second Readers, in ten languages, will be undertaken. Provision has been made by TOA for the team and their assistants to write these lessons. No funds have been provided for *printing* these lessons.

Touring teacher trainers will help train the multipurpose village workers in all Hindi Community Development Centres and Hindi Ford training schools, train students in schools, organise them into summer campaigns, respond to the call of States for training and assistance in organising campaign; and respond to calls

from industry, labour or any private campaign. A Department of Journalism was opened at Hyslop College, Nagpur, in July, 1952. Professor Wolessley has a Fullbright scholarship. Professor Ehrensperger specializes in simple *writing*. Seventy-five learners have been enrolled. The ICAR is preparing a correspondence course to train writers of third stage matter.

Rotary Press

A large rotary press in anticipation of the tremendous need in subsequent years is envisaged. The presses of India are over crowded and very slow in delivering orders. India should have an excellent press like the USA press in Manila, best in the Orient. A wall newspaper is now published by Mr. Patik of Allahabad. A simple farm journal is planned by ICAR. Every villager who finishes the Second Reader will be urged to subscribe to this journal, which must be very cheap, and hence subsidized. It has been suggested that this journal be offered as a prize for finishing the Second Readers.

Second year 1953-54.

The Central Literacy Office will enlarge contact with all State and private literacy campaigns; offer services to them all; Start a *monthly bulletin* for those literacy organisations; and open Bookstore for handling all orders for readers, etc., in ten languages. Eleven fulltime touring teacher trainers and organisers will be at work for all languages. Touring teacher trainers would train all multipurpose village workers in Community Development Projects and Ford training centers; visit schools, organise summer campaigns and train students to teach; maintain contact with industries and Labour Unions and religious organisations; respond to the call of State Government Adult Education agencies for training; attend conferences; and attend melas, like unveiling of the wall charts. The Allahabad Agricultural Institute began work in January 1953. Governor Munshi, as Chancellor of sixty colleges, proposes to select and train fifty Army Sergeants for literacy and village training

and fifty qualified students from each of the sixty colleges—3,000 students. Each student is expected to teach people in two villages (1,000 people) during the three months of summer vacation.

Publication of Follow up Reading

Simple magazines, pamphlets and booklets for the new literates will be published. Comic strips as a medium for villagers will be explored.

This immense task includes finding writers, training them, receiving manuscripts, editing, illustrating, printing, distributing, selling, and libraries.

The Literacy Center will work in close co-operation with the All India Agricultural Information Organisation and everybody who is writing or publishing suitable material.

A vigorous and efficient publications, sale and distribution division (co-operating with all private publishers) must develop during 1953-54. It would need its own building by 1954.

Third year 1954-55.

It is not possible to be exact about the maximum needs of 1954-55 because these will depend upon the calls for assistance from the State Governments and from the private literacy organisations. We can, however, base our plans upon the probable number of Community Centres and Ford Training Centers. The Community Projects Administration expects to have 260 Development Centers by 1954. With 300 villages to a center, this will mean 78,000 villages. Counting 500 to a village, this would be 38 million people. Serving these centers the minimum requirement, for their educational programme must go on. Many leaders say it must be the first important programme.

The U.P. programme ought also to continue in the summer of 1954, in Hindi, perhaps in the same villages as before.

The minimum requirements just enumerated (totaling 53,000 charts, 50,00,000 Primers and 50,00,000 Second Readers) are vivid proof that nothing less than the finest type of fast presses can meet the expected requirements. All the big presses of India could hardly meet this need if they dropped their other work.

However, with quantity production, such high grade presses could produce so cheaply that the materials could be sold at very low cost and by good management with any desired. Such a margin should be placed on the selling price that the rising demands for third stage reading matter could be met.

If Government had a special press set aside for literacy and simple literature, it could also print worthy simple manuscripts

in adequate numbers for this tremendous rising hunger for simple reading matter.

Without such a press the production of simple reading materials will lag far behind the rising demand.

The Central Literacy Office would have to increase its staff over the previous year, though not greatly. This office should keep in such close touch with developments that it could work out details in advance for each year.

The Bookstore and distributing facilities would have to be increased enormously to meet the demands already in sight. It would have to be prepared to handle the business of distributing the enormous output of the presses. Separate buildings, and large ones, would be needed.

Assisting State Government Campaigns

We should expect a demand from State Governments for such assistance as U. P. and Pepsu have already requested.

There is no way of foretelling how great this demand will be. The press facilities should, if possible, be greater than the known minimum demand, to provide for the possibility that all India might become aflame with the same zeal that she felt in 1938 and 1939. Indeed, we can almost feel assured that this will occur.

A women's country journal is one of the steps to be desired in 1954.

An increase in the number of colleges offering simple journalism and illustrative art courses is to be expected.

The rise of private presses and publishing houses should be encouraged. They will not be slow to see the profit from this tremendous new multitude of readers.

Fourth year 1955-56.

Community Projects Administration expects to add 150 centers in 1955. That would mean an additional 45,000 villages, an additional 22,500,000 million people.

This would mean a total of Charts 45,000.

These additional villages need Primers 2,500,000; Second Readers 2,500,000.

The older Community Development villages would need no new wall charts. But they would need for continuing the teach-

ing about half as many Primers as to be saved. This would mean for the villages started previous years: Primers 2,500,000. Second Readers 2,500,000.

Adding these we get the same requirements from Community Projects as in the previous year: Total Primers 5,000,000 Total Second Readers 5,000,000.

The distributing among languages, so far as can be foreseen without knowing where

the Community Centres are to be placed, will be about the same as for 1954-55.

One may expect that the principle of having wall charts on all village walls would be accepted throughout India. At all events, we might expect a demand for a minimum of 50,000 charts, distributed through the ten languages.

If the plan takes on, there will be a demand from State Governments and from all types of private literacy movements for our materials. The printing business should be on the increase.

It is not necessary to attempt to forecast how rapidly the increase will

develop. Presses and distributing facilities must be ready for a tremendous increase.

Simple Reading Materials

By the year great stress will have to be laid upon the production of simple reading matter to keep pace with the rising demand. Newspapers should be urged to write for the new literates or to have special editions. Post office facilities must encourage people to subscribe to periodic literature.

This year and every year, every new reader should be urged to become a regular subscriber to the farm journal, written in simple language. This should by 1955 be printed in ten languages

Fifth year 1956-57.

Our target for 1956-57 should be: Phonetic charts on all Indian village walls 40,00,000 villages. Spontaneous campaigns everywhere. All State Governments carrying on campaigns. Educated people urged to teach illiterates. A high-power promotional campaign — using radio, newspaper and motion picture — to stir the nation. All youth, especially students, aroused and mobilized to attack "enemy number one".

Slogan for 1956-57: Double India's literacy by 1960. "Each one teach one."

Quantity production of literature, the kind that will benefit villagers in every way. Presses working double shifts, if necessary. Best literature salesmanship the world possesses to help all India become a reading nation.

The First Five Year Plan to plunge at once into a second Five Year Plan. Slogan for second five years: "Make all India literate by 1972!" (That is, in twenty years)

(Note: Russia taught 100,000,000 in ten years, 1925-35. India can teach 300,000,000 in ten years, and remain a nation of free people)

Great emphasis upon promotion and organising enthusiastic People's Movements, especially Youth movements for a completely literate India. Mrs. Pandit suggests that the unemployed youth of India be mobilized into a Teaching Crusade.

The Central Literacy Office might have a special staff to receive applications from educated youth and pass these on to the various States, with some plan for

remunerating these young people if they teach in villages. It could advertise for these young people, Mrs. Pandit thinks, through newspaper, motion pictures and radio.

Community Projects Administration expects to add 150 new centers in 1956. This is the same number as were added the previous year.

Literature need would be same as previous years. (We may hope that one half the Primers and Second Readers might be saved, for use a second time.)

Briefly, in 1956-57 we shall aim to go ALL OUT in stimulating a nationwide drive, a People's Movement.

The People of India (especially the Youth) need a call to heroic effort and sacrifice. THIS IS IT:

If this Five Year Plan is realized, it will be far and away the most stupendous educational and social advance in the history of mankind.

There are no insurmountable obstacles, nothing to fear save bigness. This is the day when men do big things. This is the land where freedom prevails.

And the vision of this big achievement will set fire to the souls of all Indians, and electrify the world.

NOTHING can defect this programme except division, strife, non-co-operation, jealous selfishness. The big words, therefore, must be:

TOGETHER, no fears, no defeatism, UNITY OF SOUL.

APPENDIX 'A'.

Why this campaign must have its own presses ?

1. The presses of India are already crowded. If we depended upon them to meet the needs of the next five years the entire campaign would be hopelessly bogged down.

2. India would be saved Rs. 500,000,000 in printing costs

4,00,000 villages need 4,00,000 sets of charts. Present cost of printing in Lucknow Rs. 6 per set.

Our own press could do it with colour for Rs. 1 per set, savings Rs. 20,000,000.

300,000,000 Primers. present cost 8 annas .. 150,000,000

300,000,000 Second Readers, present cost Re. 1 .. 300,000,000

450,000,000

Our own press could print in quantities for much less than half this .. 200,000,000
Saving Rs. 250,000,000.

Quantity production with most efficient presses would enable the people to buy at less than half the cost necessary at present. The villager is poor, often has no money, and is blocked by high prices, especially since he is not trained in buying books.

This applies to the third stage literature, the simple magazines, the books and pamphlets. The total saving would be far greater than on the text books.

Only with her own giant presses can the Government hope to flood India with wholesome reading that will help the people to become prosperous, peaceful, happy and useful citizens.

Indeed, the great new government press for this purpose only is an absolute prerequisite for success in our campaign of literacy and wholesome literature.

APPENDIX 'B'.

Social Education

We have not dealt here with Social Education in its other phases, because that is being dealt with by many other people. Some are making the serious mistake of trying to omit literacy and to lift the people by lectures, demonstrations and visual education alone. This would be tragic. Many people have broken their hearts trying this false short cut.

If carried out as described here, literacy

becomes the strong right arm for all Social Education.

Illiterates are the most conservative people in the world. They do not yet have the concept of progress. But when they learn to read they believe all that they see in print. In our readers they memorize, not only every word, but also every idea. Then when the social worker tells them, they say: "Yes, we read about it." And they are ready to try it. Literacy pries them loose from stagnant customs.

APPENDIX 'C'.

The wall charts

The Dow Chemical Company has prepared a resin plastic which preserves paper from rain, sun and all insects. A five gallon tin is on the way here for our use, brought in by TCA. This will cover the charts.

1,000 Hindi charts are now ready to be pasted on the walls of five hundred villages. Our experiments indicate that villagers will teach themselves and one another the letters employed in their own language, by the aid of these charts.

They may well be placed on the walls of the 10,000 villages in the Hindi Community

Project and Ford Training Centers, during 1953.

Directors should have a special MELA at the unveiling of these charts, congratulating the villagers on the fact that they no longer are sentenced to illiteracy, but can get out if they wish. Learning these letters is the first step to learning to read.

The charts ought to be placed under the custody of the Village Panchayat and village school teacher.

One or more literate persons may be assigned to stay beside the charts when people are likely to be asking them for help.

These charts should precede the opening of the literacy campaign by two months. It will be found that everybody in the

village is well on toward a knowledge of the alphabet by that time. This is a tremendous advantage in starting the campaign.

APPENDIX 'D'

A wall newspaper

As soon as the campaign begins, a wall newspaper may be placed beside the literacy charts. Such a wall newspaper is now being published by Mr. Patik of Allahabad. It will add incentive to the villager to learn to read and will enable him to compare letters in the wall newspaper with those on the charts.

Good results have also come from pasting EVERY page of the Primer on the village walls. This can be done by tearing two Primers apart. Special copies can be treated with resin plastic before being pasted on the wall, to prevent injury from rain and pests.

APPENDIX 'E'

How to Organise a Local Village ?

It is not desirable to describe this fully here, but a general description will help you visualize what the village worker would have to do.

1. He should make a survey of the village to determine :

- Number of literates above 14
- Number of illiterates above 14

2. He should call together the Adult Literates, with Chief as Chairman, and village school master as Secretary. Organise them into an Adult Education Committee. Make them feel honour.

3. Post wall charts in a very public place, with a mela. Place under care of Chief, teacher and Committee. Tell illiterates, "Now at last you have your opportunity." Have demonstration.

4. Train members of Committee in use of Primer. Be exact. Train them in psychology of adult. This is discussed fully in my book "India Shall be Literate" Also by Director of Public Instruction of Madhya Pradesh (Mr. E. W. Franklin).

5. One or two months after wall charts are posted start the campaign. All illiterates (now members of the Adult Literacy Committee) will teach one bright illiterate at home, a half hour a day for three weeks.

Simultaneously let village teacher and the village worker together hold a night class to teach all they can. Not over twenty for each is desirable.

Keen close supervision daily of the "each one teach one" members of the Committee.

6. At end of three weeks (or if necessary, a month) give easy examination to those who were taught

Then hold a BIG MELA for graduation. Best speaking leader available. All surrounding villages invited. Present a "diploma" to all who finished the Primer which reads simply : Mr. _____ has finished the Primer and is ready for Second Reader.

Signed_____.

Present to members of the Committee who taught them a "Certificate of Patriotic Service."

7. Ask all who finished Primer to teach another. Praise them profusely. Then they are added to the Committee which starts the second month of teaching with the Primer.

8. The new literates now read "Anand the Wise Man" in a class with village teacher and the village worker.

9. This is repeated until the village is literate.

10. As soon as the new literate finishes the Anand reader, have another graduation. Put a gold star on his first diploma.

11. Make him a present of one-year subscription to the farm journal (in his own language).

APPENDIX 'F'.

Using the Village School Teachers

The village school teachers in all villages not included above must be taught how to teach illiterates, and how to mobilize literate people to assist them in completing the literacy of a village.

There are Adult Education Departments in the Bureaux of Education of most States. This training programme will channel through them, excepting perhaps in the Ford Training Centers and Community Projects areas.

In Madras and a few other States there are good Adult Education Associations, which will co-operate. Their workers need training.

Other private organisations like Labour Unions, women's organisations and religious and philanthropic organisations will help. All need training for good results.

Women must be Especially Trained to Teach in Homes

Since the lesson materials we are developing differ much from older methods, it is highly important that properly trained men and women be sent to do the intensive training necessary. This training does not require many days, but it must be thorough and exact.

Mr. Kabir said he would select somebody to receive this training and to travel around the country training teachers to use our materials. A nation-wide campaign will require several, perhaps many such trainers. Perhaps by holding special sessions like the one proposed for the Ford Training Center workers, and like the one held in Nelokheri, we could train persons from each area, we could then train others, and so on down the line, at the expense of the States from the outset.

APPENDIX 'G'.

Training Writers

In 1936-39 a really great literacy campaign was under way in India. Many millions of people became semi-literate, but because there was nothing simple enough for them to read, they lapsed again into practical illiteracy. We were not able to lift this great multitude up to the standard level of reading because there was no intermediate literature which would help them raise themselves to the higher level.

The same was true of school children under the fifth standard. They could not read what was printed with intelligence and so lapsed into illiteracy if they remained in the villages.

The failure was in the production of simple, readable and helpful magazines and booklets. At the back of this failure lay the failure to train writers to be simple and fascinating. For this kind of reading material does not write itself. It requires as much skill to write very simply and very alluringly as it does to write more difficult literature.

This time we must train writers. They must be trained to write simply and appealingly for the masses. They must be trained to take the ideas of the experts

in agriculture, health, home life, Government, and re-write these ideas in the vocabulary the villegers will understand and so that they will move their emotions and wills.

One solution is Schools of *Simple Journalism*. The first of these began in Hyslop College, Nagpur, in July 1952. Professor Harold Ehrensperger, is specializing in one type of writing. It is a new field for him, as it is for everybody, but he has done excellent work in writing for youth in America and is keen and creative. This is a special department of the School of Journalism of which Professor Roland Wholesley of Syracuse University School of Journalism is the head. Professor Wolsley is a Fullbright Fellowship man for a two-year period. Professor Ehrensperger hopes to be permanent.

It is hoped that a similar department may start in Allahabad Village Extension connected with the Allahabad Agricultural Institute. Who will head that school is still uncertain. My son Robert Laubach might be available. He would be the best I know. He is this year teaching a course in simple writing at Syracuse University, the one Professor Wolesley was teaching last year.

Isabella Troburn College, Lucknow, may open a journalism course for women writers within a few months. Two first rate American women writers are available, to give that course a start.

Other colleges should be approached to open similar courses.

Another solution is a correspondence course in Simple Journalism. This might be furnished free to those who agree to contribute their first writing to be used at our discretion, and to engage in word counts of the vocabulary used in their area. Mr. Orchard and Mr. Oza are now preparing such a course.

Governor Munshi has suggested that we advertise for writers of simple matter, and offer prizes for those who qualify.

The trainees^{at} the Ford Training Centers and the village workers in Community Projects centers should be trained to write the information they get from the experts down in the language of the villagers. This would train them more effectively in telling their facts, and some at least of these men might develop real skill in writing on that level. Co-operating with these workers in translating scientific knowledge into the vocabulary of villagers would also be of great value to the specialists in agriculture and health.

We are experimenting with the use of a tape recorder to take down the narrations and talks of good story-tellers, in the hope that some of these may be put into interesting pamphlet form.

An editorial staff should be prepared to receive, appraise and improve manu-

scripts. They might be the correspondence course professors. There would be manuscripts for two main purposes: first publication in the simple farm journal; second, publication in the form of pamphlets or booklets.

Probably cartoonists will be required too far more art work than is the case with writing on a higher level. Artists need to be trained for this particular type of art. The pictures must be clear and simple. Mr. Phil Gray is planning to conduct an art class at the Agricultural Institute in Allahabad beginning in January 1953. Meanwhile other artists may be secured by advertising.

The publication of the matter will probably require a large press. If the U. S. Government could have a press here like the one in Manila, it could serve the Government in a very large way.

With any expansion of literacy the press of India, already loaded to capacity, would be taxed far beyond their means.

Moreover, we need in Delhi offset presses of the latest type so that colour pictures can be printed in quantity at small cost. The illiterate must be offered this literature at the lowest possible price since he cannot afford to pay high prices.

The distribution of the proposed farm journal and pamphlets and books is a problem that will require much more study. It is likely that India could profit by a study of the highly successful distribution methods of farm journals in the United States.

APPENDIX 'H'

Proposed School for Training Literacy Specialists

WHY NEEDED

In the new free India the average person is expected to rule through the ballot box, hence it is important for every citizen to read.

A large increase in food production stands first among India's necessities. Production will not increase without the intelligent co-operation of the village workers. But nearly ninety per cent of the village adults are illiterate. Illiterates the world around are bound to their customs. They resist innovations.

On the other hand, they want to get out of hunger, sickness, destitution, and debt.

They can easily be persuaded that these evils result from illiteracy, and that they can become literate by easy, swift and delightful methods, and then read the secrets that will make them healthier, wealthier, wiser and happier.

After they learn to read, the villagers at first believe all they read. They have a traditional reverence for the printed page as infallible truth. They are slow to believe what a young village worker tells them. But if they read how others are prospering by more efficient farming (as they do in the Anand readers) they will TELL the village worker what *they*

want done. The very things he wants them to do will come from *them*.

The reading for villagers, the motion pictures they see, the talks and demonstrations of the Community specialists, should all be carefully integrated to bring home the same truths through eyes, ears and hands. William James said that nobody believes a new thing until he has heard or seen it at least five times. If the villager becomes literate he can be exposed to new truth over and over and over.

Lessons from Past Literacy Campaigns

Many literacy campaigns were conducted before the Second World War. They bore fruit, as is seen by comparing censuses. Between the years 1910-1930 literacy in India increased only five millions. But between 1930-1950 literacy increased by 36 millions. Between 1937-1940 there was really tremendous progress.

But India can do far better the next twenty years. She has learned where mistakes and omissions weakened previous campaigns. The chief mistake was lack of close integration. There were many unrelated campaigns without sufficient opportunity to learn from one another and to choose the best methods. Lessons were often poor, teachers untrained, classes slipshod. All this can now be corrected.

The States are autonomous, and so must be convinced that methods are superior before they will change. The Community Projects provide us with an opportunity to establish model literacy demonstrations all over India. The States will promptly adopt what they recognize to be improvements.

For Community Projects Administration to maintain this high standard, each Block needs one Literacy Specialist, trained and experienced in the most efficient modern techniques. He must know exactly how to set up in his block a model literacy campaign, for all to observe and imitate.

This literacy expert must be given intensive training at a special school. Such a school is here described.

Plan for the School to Train Literacy Specialists

1. Locations and date of opening still to be decided.

2. Purpose is to train one literacy specialist for each Block but not to train over fifty trainees at one time.

3. The term for each group of trainees will be two months.

4. The candidates for entrance into the school will be nominated by the Departments of Education of the States. From these nominees the trainees will be selected on the basis of their education, experience and personal qualifications. Care must be taken to select the right number from each language area so that the needs of all blocks will be met for literacy specialists.

Qualifications of Candidates

Academic training

High School diploma or equivalent
Good knowledge of English, one Indian language.

Experience

Good record in teaching adults
Good record as an organizer
Good record in staying with his job
Good record in working co-operatively.

Personality

Energetic, persevering
Burning zeal to help illiterate people
Initiative
Type illiterates trust and love
No superiority attitude, democratic
Hopeful, radiant, kind
Willing to work with his hands
Teachable and adaptable
Can inspire and encourage others, tactful
Unselfish, thoughtful of others.

Curriculum

A. *Classroom study*

Indian and World Literacy campaigns, their virtues and defects
Plans for mobilizing India for a literacy drive
Use of students and unemployed persons
Psychology of the adult—motivation
Scientific building of charts, Primers, Second and Third Readers
Streamlined teaching
How to make literacy serve economic and social development of villagers
How to organize a campaign
Forming Literacy Committee

Holding meals, posting wall charts
 Each one teach one campaign
 Graduation with diplomas and certificates
 Co-operation with village and State officials
 Limited word list and what they are for

How to write simply and fascinatingly.
 Choosing a vivid title

How to study the hopes, fears, loves, hates and frustrations of villagers

How to interview experts and reduce their wisdom to village level

How to write a story with valuable information

Best size of type, best format, best illustrations, best paper.

B. *Seminars and Workshop*

Practice in precision teaching

Practice in building Third Reader with controlled vocabulary

Building the village vocabulary

Training with Phil Grayin illustrative art and cartooning

Studying what villagers will read—the best sellers

Practice in writing, articles for new farm journal for illiterates

Practice in writing pamphlets

Practice in consulting experts and writing for illiterates

Preparing teaching course with film strips

Using tape recorder to get vivid stories and print them

Use of flannelgraphs

C. *Field work*

Survey of villages to be taught

Organizing Village Literacy Committee

Putting literacy charts on village walls

Training the village literates to teach illiterates

Holding a literacy class each day

Reading to villagers

Holding melas

Holding graduation programme and distributing diplomas

Asking villagers what they want to read about

Study of what villagers worry about, talk about, love and hate. Their folklore and music

Recording words used by villagers.

D. *Lectures and Demonstrations*

Motion pictures of literacy, health, agriculture, general information

Lectures by literacy experts from all parts of India

Lectures by writers and editors on simple writing

Lectures by prominent and influential men

Travelling van from Delhi State with a real mela.

Adult Literacy in U. P.

The District Planning Officers in U. P. have been advised by the State Government to train literate villagers to run Adult Literacy Classes with a view to forming a nucleus of village leaders.

In the course of a communication to them the Government has observed, that

village leaders after further short-course training in various aspects of village life and work can look after the fullfledged Social Education centres opened in their respective villages and can also otherwise prove useful and effective allies to the field staff in popularising the various welfare scheme.

Woman should play their part in Adult Literacy Work

(Continued from page 96)

succeed in the one, without emphasis on the other."

She did not consider that the adoption of the Roman script would result in considerable saving of time and effort in respect of adult literacy in the various linguistic regions. She said: "This is a question for India to decide. I am not a propagandist. I have lived so long in China, and I know now they love their own script. I also know the feeling in Delhi, and India has decided on the Devanagari script for the national language, and it is not difficult to learn."

Incidentally referring to the prevalence of rickshaws in the City she said. "It is a horribie thing. You should get rid of it."

Meeting of Committee

The Committee formed on 3rd March 1953 at the party given to Mrs. F. B. Fisher, to take steps to start an Adult Literacy Training Centre in Madras, met for the first time at the Catholic Centre, G.T. Madras, in the evening of 17th

March, 1953. The following members were present: Sri G. Harisarvothama Rau, Mr. J. L. P. Roche-Victoria, Sri T. Neelakantan, Sri P. S. Krishnaswamy and Sri T. J. R. Gopal.

It was decided to name the proposed centre as "The South Indian Adult Education Training Centre," and locate it either in an outhouse of the Travancore Palace, Adyar, Madras or in Chintadripet. For the necessary funds, it was decided to approach the World Literacy Committee, the Allahabad Adult Literacy Centre and the East Godavari District Funds. Sri G. Harisarvothama Rau was elected Director and Sri T. J. R. Gopal as Secretary. It was decided to inaugurate the centre on 21st June 1953, and conduct evening classes, until a full programme was chalked out and entrusted to four full-time teachers, one for each regional language.

The committee resolved to request and authorise Mrs. N. Ramanurti to start one Adult Literacy Training Centre for women.

Employment of Untrained Teachers Continued

The Government of Madras have extended by one year the employment in Adult Literacy Schools of teachers without Adult Education training, and notified the necessary amendment of the rules. The following is the full text of the G. O. Ms. No. 441 Education dated 4th March 1953.

Read:

G. O. Ms. No. 711 Education, dated 29-3-'52.

From the Director of Public Instruction, Rc. 92-S.E. 2/52 dated 7-2-53.

Order:

In the circumstances stated by the Director of Public Instruction, the Government approve his proposal that teachers without Adult Education Teachers' Certificate may continue to be employed in Adult Literacy Schools for further period of one year from 1-6-'53 (*i.e.* till 31-5-1954).

2. The following notification will be published in the Fort St. George Gazette.

Notification

The following amendment shall be made to the rules relating to the grant of the recognition and to elementary schools published with the Education Department Notification No. 243 dated 21-8-'39 at pages 556-568 of part I-B of the Fort St. George Gazette dated 29-8-'39 as subsequently amended:—

In the said rules, for the existing Note under Rule 5 in "Chapter VI, Adult Literacy Schools", the following shall be substituted, *viz* :—

"*Note* :—Teachers without Adult Education Teachers' Certificates may however be employed till 31-5-1954.

(By order of the Governor)

K. N. UNNITHAN,

Secretary to Government.

T. C. Rajpramukh agrees to inaugurate Seminar

The Rajpramukh of Travancore-Cochin State has kindly consented to inaugurate the Second South Indian Adult Education Regional Seminar and open the Adult Education Exhibition to be held concurrently, in the forenoon of Monday 20th April '53.

The Rajpramukh has also intimated his desire to extend his hospitality to the Seminar by a giving a party in the evening at St. Albert College, Ernakulam, the venue of the Seminar and the Exhibition.

Local Bodies permitted

The Government of Madras has permitted the Local Bodies to participate in the Seminar. The G. O. Ms. No. 593, Local Administration Department dated 17th March '53 reads :

District Boards and Municipal Councils are informed that they may, if they wish to

do so, depute one delegate each to participate in the ensuing South Indian Adult Education Regional Seminar scheduled to be held in April 1953 at Ernakulam. Government permit the District Boards and the Municipal Councils to incur from their General Funds the following items of expenditure in this connection :—

- (i) Delegate fee, if any, for one delegate.
- (ii) Travelling allowance for one delegate to attend the Conference.

2. District Boards and Municipal Councils are requested to furnish the Seminar with reports of Adult Education work done in their respective areas.

(By order of the Governor)

J. SIVANANDAM,

Secretary to Government.

New Experiment in West Bengal

Interesting results have been obtained by the Social Education Directorate of the West Bengal Government.

One such result is that an illiterate adult of average intelligence has been found able to pick up the fundamentals of language and arithmetic in the course of three months of intensive work.

The average peasant or worker spends 120 work hours during these three months to pick up the lessons that they are taught.

Two historical albums and a geographical picture book giving a running account of the history and main geographical fact about India are under preparation. A monthly journal *Janashikha* and pictorial posters are being supplied free to all adult education centres and libraries to prevent people lapsing into illiteracy.

The Directorate gives as bonus Re. 1 to the instructor who makes an adult male literate and Rs. 2 when an adult female is male literate.

About eleven lakhs of people have learnt the three R's since the West Bengal Government started their drive against illiteracy five years ago, it is learnt.

During the period about 11,000 adult education centres have been established, mostly in the interior villages, each with a small library attached to it.

* * *

31,000 Literates in Four Years

The Workers' Literacy Boards at the four textile industrial centres, Ahmedabad, Sholapur Hubli and Jalgaon, have made 31,630 workers literates—16,732 in Ahmedabad, 8,528 in Sholapur, 4,436 in Dharwar District and 1,934 in the Khandesh during the four years of their existence.

They conducted in all 3,291 Literacy classes, 1,788 in Ahmedabad, 839 in Sholapur, 388 in Dharwar district and 296 in the Khandesh district. Some of these classes were postliteracy classes.

The Boards were entrusted with the work of spreading literacy among workers. These Boards have now been abolished on the recommendation of the Estimates Committee which found no need for a separate organisation for Social Education for industrial workers. The work has now been transferred to the Education Department.

News and Notes

Adult Education Classes in Jail

The Inspector General of Prisons of Hyderabad (Dn.) has disclosed that Adult Education classes have been started in State jails and 34 prisoners have appeared for the Hindi Prachar Sabha examination in August, 1952. Speaking on the Prisoner's Day function he said: "Twenty-five of them were declared successful. One month's remission was granted to all such prisoners."

Social Education in Bombay.

Mr H. L. Elvin, Director of the Department of Education. UNESCO visited Social Education centres in Bombay recently. Mr. Elvin, addressing one of the Social Education classes, said although he had seen Social Education work in many lands, the work done in Bombay appealed to him greatly. He said the UNESCO had now addressed itself seriously to the problem of Social Education and hoped to solve it in the near future.

Symposium on Mass Education.

An interesting symposium on Mass Education was held at the Stanley Girls' High School, Hyderabad, in connection with the Hyderabad Cultural Conference. Dr. Gyanchand presided. Eminent educationists like Dr. Zakir Hussain, Mr. L. G. Gaur, President of the Hyderabad Peoples' Educational Conferences and Dr. Raj Bahadur Gowd, Member Council of State, participated in the symposium.

Dr. Gyan Chand in his introductory speech reviewed the position of compulsory education from 1911 to 1951.

Dr. Zakir Hussain said the problem of mass education had been neglected all along in India and referred to the efforts made in this direction in Russia and China. He was of the view that the whole system and contents of education must undergo a change as the system of education could not function in a vacuum. Social revolution and economic adjustments were necessary

if a truly effective mass education was to be worked out. Whatever might have been the means of a feudal system of education or society the requirements of a modern society could not be satisfied by mere literacy.

Dr. Zakir Hussain added that in villages useful education should be given not merely to learn reading and writing but the villagers should be instructed to carry education in a better manner in more modern fashion.

Mr. L. G. Gaur stressed the significance of mass Adult Education in Republic India. He was of the opinion that before the next general election, the problem of Adult Education should be tackled, as otherwise, there was likely to be exploitation of the illiterate adults by political parties.

Mr. Gaur also suggested that although there was some talk of Adult Education and Social Education, no consolidated effort had been made and there was no unanimity as regards the content of education and the methods to be adopted. He said that the question of education of masses, whether Adult Education or compulsory education, was a question of education through the language of the masses.

Fundamental Education Training Course in Iraq.

A Fundamental Education training course, organised jointly by the Iraq Government and UNESCO recently concluded at Baghdad, Iraq. The purpose of this course was to arouse interest in fundamental Education and help train teachers and social workers in that field. As a result, six men and women were chosen to observe and work at UNESCO's Fundamental Education project in the Dujailah region where the Iraq Government with the help of UNESCO technical assistance experts is setting landless farmers on irrigated tracts newly reclaimed from the desert.