



ADULT EDUCATION REVIEW

Hon. Editor. Sri. G. Harisarvottama Rau. M.A.
Asst. Editor. Sri. S. Airavatham.



VOL. IV] SEPTEMBER, 1953 [No. 11

Further education is the Best means to preventing Relapse into illiteracy

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

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

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

Sri A. SANKARA PILLAI.



PUBLISHED BY T. J. R. GOPAL

CONTENTS.

	Page.
1. EDITORIAL :	
Illiteracy—Source of Danger to Peace (or to Life) ?	... 249
2. Adult Education in U.S.A.	... 251
3. Nature and Scope of Training for Social Education Workers	... 252
4. S.I.A.E.A. Executive Committee Meeting Proceedings	... 260
5. The Asoka Society, Madras : Five Years of Useful Service	... 266
6. News and Notes	... 268

CONFERENCE POSTPONED

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

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

ADULT EDUCATION REVIEW

MONTHLY JOURNAL OF

The South Indian Adult Education Association, Madras.

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

Vol. IV

SEPTEMBER, 1953.

No. II

EDITORIAL

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

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

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

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

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

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

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

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

Await Early Release:

“WOES OF AN ILLITERATE”

[படிபாதுவர் படும்பாடு]

Adult Education in U. S. A.

By FRED M. HECHINGER

(*Education Editor, New York Herald Tribune*)

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

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

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

Progress in rural areas

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

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

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

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

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

Ford Foundation Experiments

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

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

Nature and Scope of Training for Social Education Workers.

Theme to be Considered by the Fourth Indian National Seminar.

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

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

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

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

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

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

SECTION I

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

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

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

These should not be considered as mutually antagonistic.

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

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

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

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

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

Social Education Literary Tradition.

First Stage

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

Content of Teaching

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

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

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

Cultural level needed.

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

How to achieve it.

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

1. TONE HIM UP.

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

2. INCLUDE SUBJECTS IN TRAINING

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

Techniques of educational method.

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

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

Audio-visual aids—knowledge of.

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

*3. TRAINING SCHOOLS AND COLLEGES.

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

4. TEACHERS' EMOLUMENTS.

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

Adult woman's Elementary Education.

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

Widely varying periods.

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

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

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

Students as Adult Teachers.

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

quired for students going into camp for Social Education work.

Each One Teach One.

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

Continuation Work for better Individual careers and community life

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

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

All-round Adult Education leader

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

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

The Vidyapeeth training

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

Departmental training of village Workers.

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

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

Institutional approach to Social Education

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

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

Training of Inspecting Officers

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

Training for Writing Social Education Literature

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

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

Finance

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

SECTION II

I. Concept of Social Education

- (a) Aims and objectives
- (b) Methods of operation

1. Formal
2. Informal.

II. Types and classes of Social Education Workers

(a) Types :

1. Full-time paid workers
2. Part-time paid workers
3. Spare-time voluntary workers.

(b) Classes :

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

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

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

Papers Solicited.

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

Request to Government Departments and Associations.

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

SECTION III

Programme for the Seminar.

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

Schemes, syllabuses and time-tables, supplied by Government Department and non-official Associations will be grouped in a correlated manner and each group will be studied for two hours every day till the study is finished. If found necessary more time may be given for this work. To save time and expedite for every Group a note will be prepared and circulated setting forth similarities and drawing attention to striking differences.

After reading of papers and study of syllabuses etc. should finish, committees will be appointed for each Group. They will consider the subject allotted to them and make their reports.

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

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

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

ASSOCIATE SECRETARY'S CIRCULAR

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

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

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

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

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

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

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

Workshop of Writers for Neo-Literates

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Sri T. J. R. Gopal, Organising Secretary, read his report for the period from 3rd February 1953 to 20th August 1953, and it was passed (The report is published at the end.)

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

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

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

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

whole question about the van should be gone into.

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

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

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

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

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

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

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

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

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

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

Sub-Committee Meets

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

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

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

Organising Secretary's Report.

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

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

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

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

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

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

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

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

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

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

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

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

Production of Literature for Neo-Literates:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

7-DEC-1955
 activities. Sri S. Airavatham and Mrs. Radha have been deputed by us to represent our Association in the Education Week Central Committee of the South India Teachers Association for this year. Our General Secretary Sri J.L.P. Roche-

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

The Asoka Society, Madras : Five Years of Useful Service

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

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

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

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



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

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

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

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

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

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

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

Baby Jamuna entertained the audience to a Bharata Natyam performance.

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

Government's Scheme for Social Education.

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

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

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

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

News and Notes

Literacy Among Staff of Central Railway

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

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

* * *

Progress of Social Education work in Delhi State

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

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

* * *

Madhya Pradesh Scheme of Social Education

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

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

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

Adult Literature

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

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

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

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

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