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ADULT EDUCATION REVIEW

MONTHLY ORGAN OF
*The South Indian Adult Education Association,
Madras.*

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Ourselves.

At long last we are able to resume publication of our Journal. For the time being, it will appear as a monthly. As the demand arises it may develop into a fortnightly and then a weekly. We expect this transformation very soon, because, we see great signs auguring well for Adult Education. The Government of Madras have made up their mind to use the whole or part of the Government of India grants of about 17 lakhs per annum. That would imply, if work developed through that means, very extended endeavour. The Government of Madras have also on the Statute Book a Library Act recently enacted and we expect very soon that development will take place in our rural library service. All these prospects give us a hope for the future and we hope also that our part in that future will be of an absorbing nature. We extend our greeting to our old friends, and new, in a new born Free India which came into existence on the 15th August 1947 by which date we were forced to keep dormant for reasons that dominated during the war.

A Princely Donation of Rs. 3,000

We are happy to announce that His Holiness Mahasandhanam of Tiruvaduthurai Mutt has paid the South Indian Adult Education Association a princely donation for publication work. We are very glad that the Swamiji has fulfilled one of his main functions as representative of the cultural traditions of the country. His enthusiasm to add to the opportunities of learning the masses should possess is praiseworthy. We wish that his example is copied

PLEASE NOTE

This copy is an advance copy in the hope that you will agree to be a subscriber. Subscription to this journal of Rupees five includes the membership fee of the South Indian Adult Education Association (Rs. 2) Such of those as do not desire to be subscribers may kindly intimate the same to us in a week's time.

TO CONTRIBUTORS

All friends interested in Adult Education of all types are requested to send short articles of interest. The manuscript should be written on one side of the paper only. Institutions and Adult Education Associations are particularly requested to send news of their activities from time to time for publication.

by other heads of mutts. To judge by the manner in which our alphabets were taught in times past beginning with *Om Namah Shivaya Siddham Namah*, the Saivite was a great propogator of reading and writing to aid his spiritual purposes.

Late Mr. M. S. Sabhesa Aiyer :

It is with very great sadness that we have heard of the death of Mr. M.S. Sabhesa Aiyer a very well known figure in the Educational world. He was the President of the South Indian Teachers' Union and he took the keenest interest in all aspects of Education. We had his genial sympathy in the cause of Adult Education and not a little credit should go to him for interesting the South India Teachers' Union in our cause. A sober man in all affairs he proved that sobriety had no value if it did not combine with it a full attitude for activity. May his soul rest in peace. We convey our sincere condolences to the bereaved family.

Objective of Social Education and the Madras Scheme

SRI G. HARISARVOTTAMA RAU.

(Honorary Director, Adult Education, Andhra Desu)

We give below the objectives of Social Education as defined in the final Report of Adult (Social) Education Committee of the Central Advisory Board of Education and a note by Sri G. Harisarvottama Rau as to how these objectives are covered by the scheme of the Government of Madras.

(1) To instil a consciousness of the rights and duties of citizenship and foster a spirit of service to the Community.

(2) To develop a love for democracy and impart an understanding of the way in which democracy functions.

(3) To disseminate knowledge of the outstanding problems and difficulties facing the country and the world today.

(4) To develop love for and pride in our cultural heritage through the knowledge of our history, geography and culture.

(5) To teach the simple law of personal and community health and develop habits of hygiene and cleanliness.

(6) To foster the growth of the co-operative spirit as a way of life.

(7) To provide training in crafts both as a hobby and as a means to economic betterment.

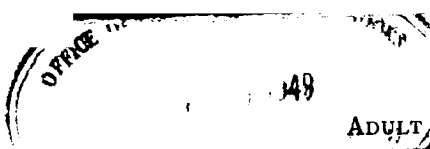
(8) To provide cultural and recreational facilities by way of folk dances, drama, music, poetry, recitations and other ways of spontaneous self-expression.

(9) To provide through the various activities as well as through reading and discussion groups an understanding of the basic moral values.

(10) To give a reasonable mastery over the tools of learning—reading, writing, simple arithmetic—and to create an interest in knowledge.

(11) To provide facilities for continuation of education through libraries, discussion groups, clubs and institutions like People's Colleges.

The Government of Madras in their G.O. No. 846 of 9-4-1948 have not elaborated the thesis about the aim of Adult Education. They have contemplated a two-fold objective of liquidating illiteracy and improving the knowledge and education already possessed by the Adult through Education centres, Libraries, Cinemas etc. They have attempted to carry out, through the types of institutions they have established, and through their syllabuses for these institutions, the whole purposes of the Central Government if their Advisory Committee's final Report should reflect their conclusions. The Report puts, as its objective number (X) provision of a reasonable mastery over the tools of learning—Reading and writing and simple arithmetic—and creation of an interest in knowledge. Immediately after the objectives are enumerated in section one of their report



The central committee recently put into section two, that the Provincial Governments should put into operation schemes to make 50 per cent of their population literates in three years (now five years). The Government of Madras have put this idea of literacy into operation by the first two types of institutions they have been running (i) Literacy Classes and (ii) Training Institutions for training the staff for the same. It should be noted here that though the Government have termed the first type Literacy Classes, which may convey a wrong idea that mere literacy, for its own sake is aimed at in these Institutions, what is really contemplated for these Institutions, during a course of three years, is quite different from mere Literacy. While quick literacy is the objective in the earliest stage of these classes, even from the start these Institutions are expected to run as adult centres or adult clubs implementing almost everyone of the other ten objectives drawn up by the central committee. The syllabuses for Literacy clas-

ses and the Training Schools make this matter very clear. Crafts are not provided for, definitely, in these Institutions, though as part time avocations for teachers under training we are sometimes giving them a knowledge of some simple crafts including spinning. It is obvious that in Institutions where literacy of 86 per cent of population has to be achieved in a few years no craft can actually be provided for by the state because financial reasons prohibit it. The Madras Government has made provision for crafts in its Rural College schemes under the Education Department and the training camps for village workers under the Firka Development Scheme. The Madras Government's Training Camps for (1) Social Service Workers and for (2) Citizenship and (3) Leadership for youth, I am sure, partly carry out objectives of the Central Advisory Committee as enunciated in their final report. The 'Visual' Education scheme of the Government of Madras can certainly be in line.

One Point Misunderstood

On one point in the Madras Scheme of Adult Literacy Classes there is a great deal of misunderstanding. An average attendance of 15 is required to make a centre eligible for the Government's grant and one teacher is expected to handle 20 students. This is being interpreted as warranting a limit of admissions to the classes and the continuance of the self-same fifteen or twenty, as the constituents of the class, till the end of the three years period fixed for the centre. The average attendance or number is a bare minimum to encourage teachers to start work. What is contemplated by the scheme is a huge drive for the total eradication of illiteracy in the area around the centre in a measurable distance of time—the highest period contemplated being ten years. Therefore, the G. O. authorising the opening of these Schools contemplates the use of Laubach's Quick Literacy plan in the main. This plan has two essentials in it—making an illiterate capable of simple reading and writing in three months time and employment of the *Each one Teach one method*. The first factor makes it incumbent on the centre making fresh admissions every

three months. The second factor makes it necessary that the centre should run as a club inviting not only fresh learners but also the educated people of the locality to gather at the Centre in perfect freedom and help the trained teacher to widen the circle of learners by their own effort to copy his example and undertake teaching in their own turn. This is the first stage of the School. The second stage begins when the first batch of illiterates have learnt simple reading and writing. They are introduced to the reading of specially prepared booklets. By the end of the first year they shall be able to master these. This is the second stage. The third stage is the remaining two years when sufficient general knowledge is imparted to them to be able to make full use of current news papers and journals. It is not expected that all those who pick up reading and writing in the first three months will continue to the end of the third year. They may drop off at stage one or stage two. Other agencies, than the Literacy Schools such as libraries, reading rooms etc., which do not require regular attendance are expected to help them. The three years course is

intended to give a fair number of learners, who may be inclined to go forward with perseverance to get better equipped, serving as a leaven in the mass and probably leading them up to Rural Colleges or Folk Colleges. This is comparatively advanced Social Education. The Government of India in their scheme of Social Education do contemplate what is contained in the Madras Scheme but to a lesser degree. One of the conditions of the Government of India's plan appears to be that in six months every Centre should turn out 60 literates. If the Madras Adult Literacy Classes should deserve grants they must carry out the programme sketched above and fulfil the condition that 30 illiterates get literate in three months.

Clarification has now been provided on this point by adding a rider to the syllabus. Two types of literacy classes are now recognised. The first type runs only for four months and repeats itself every four months. Here the pure literacy side of the first year's syllabus is given prominence. Alongside of this the teacher is expected to give the learners as much of the first year's syllabus in other matters as may be covered in four months. The second type, while doing this work every four months, continues the first year's syllabus and the second and third years also. This may mean employment of a second teacher even during the first year after the first four months. The Department will do well to consider this matter early and make provision.

Can Old People Learn

An Instructive Lesson

The weekly Mail of the 27th August in its Special Columns "Tamil for everybody" gives the following story of a money-lender's surprise arising out of a son teaching a father to read and write. We do not quite agree that Tamil letters are crooked and they cannot be easily learnt. As the author is an advocate of Roman Tamil there is an amount of special propaganda for it. But the story may easily be adapted propagandising literacy in whatever script it may be. We reproduce it for the use of our readers.

The Money-lenders Surprise

(1) Sandhappan: Who? I? What am I, a baby? Study and school are for young folks like you.

(2) Can old folks study?

(3) Meiyappan: Our teacher says that even old people can study.

(4) He strictly ordered us to teach some grown up people this leave time.

(5) Therefore, I am going to teach you and mother.

(6) Sandh: Son, can a new plow stir up stony ground?

(7) Your mother is just a weak woman; what's the use of book learning to that old woman?

(8) Lidhi: (chuckling and laughing) Great fun! What's it to me? I have not time even to do this housework.

(9) Is there going to be time then for me to learn these crooked letters?

(10) Mei: Where there's a will there's a way.

(11) Look, here is a little first book written in Roman Tamil.

(12) You can easily learn to read from this.

(13) In this there are not hundreds of crooked letters.

(14) In this there are only twenty-eight easy letters.

(15) The lesson began.

(16) With unfailing effort whenever there was time, Meiyapan taught them to read and write.

(17) The parents eagerly learned.

(18) In three weeks the first book was finished and the second book begun.

(19) Now reading was very easy.

(20) Sandhappan wrote the money-lender's account in a little notebook.

(21) Sandh: Son, before you go back to school we must go to the money-lender and pay some interest.

(22) Sandh: Sir, show us your account book.

(23) We want to compare with our account.

(24) Mar: Oh, have you written an account?

(25) Do you know how to read and write?

(26) Mei: In future I do not need to come.

(27) My father can see to it.

(28) He now knows how to read and write.

(29) Mar: Is that so? Can old people learn?

(30) Mei: Father, please show whether you can or not.

(31) Sandhappan took his book from his waist and read a page.

(32) Mar: Ah! I never saw such a thing before! What a surprise!

(33) Sandh: Praise the Lord! I never dreamed that I would take a book in my hand.

U. S. S. R. on the Road to General Literacy.

BY A. G. VILVA ROY.

I. LITERACY IN TSARIST RUSSIA.

A census of the population of the Russian Empire in 1897 showed that nearly 78% of the population were illiterate. The rate of illiteracy among peasant women and among the toiling people of the oppressed national minorities was particularly high.

A considerable number of national minorities had no alphabet of their own. Among the people of Daghestan, Tchechnya, Kasakstan, Kirghizia, Kara-Kalpakia, Ingusetia, Kabarda, and numerous other nationalities the rate of literacy did not exceed 3.5%. In Yakutia there were 6 (six) literates for every 1,000 inhabitants.

Only children of wealthy people had access to knowledge; the millions of peasants and peasants were denied the opportunity of school instruction for their

children. Thus the number of illiterates grew continuously.

II. THE CULTURAL REVOLUTION.

As early as the first years after the Revolution, when the whole country was still in the throes of Civil War and the entire economy of the country was shattered, Lenin emphasised the necessity of "taking up the simple, urgent matter of mobilising the literates for the struggle against illiteracy."

On December 26, 1919, a decree was issued by the Council of People's Commission and signed by Lenin, on the elimination of illiteracy among the population of the R. S. F. S. R.

"All illiterate inhabitants of the Republic between the ages of 8 and 50 are

obliged to learn to read and write in their own or in the Russian language," it was stated in the decree, issued in order to "afford the whole population of the Republic the possibility of taking a conscious part in the political life of the country." The decree authorised the organs of the People's Commissariat of Education to draw into the struggle against illiteracy all the organizations of the toiling population (trade unions, League of Communist Youths etc.) and to make use for this purpose, of public buildings and clubs, of suitable premises in the factories and Soviet institutions, and so forth.

The carrying into effect of the "Lenin Decree" started immediately. The Provincial Extraordinary Commission for the Liquidation of Illiteracy was established in the Moscow Province early in 1920. In the same year the All-Russian Extraordinary Commission for the liquidation of illiteracy (Likbez) was organised. The work started with propaganda, with registering the illiterates and with organising Likbez branches. Thousands of school teachers were prevailed upon to teach illiterate adults. Literate factory and office workers were trained in 7 day methodical courses and appointed as instructors in Likbez classes. Within one year 50,000 illiterates of the Moscow Province became literate, and throughout the country over one million people passed the Likbez courses during the first year after the promulgation of the decree.

III. THE DOWN WITH ILLITERACY SOCIETY.

Towards the close of 1923 the newspapers began to carry reports on the organisation of various public committees or local societies for the purpose of aiding the Government organs in the struggle for the liquidation of illiteracy.

Thus arose the idea among the educated workers of establishing the "Down with illiteracy Society." By that time it had become apparent that the solution of the huge tasks assumed by the Government in the struggle against illiteracy would be possible only with the widest co-operation and help of the public.

In 1924 the All Russian "Down with Illiteracy" Society was organised. The

importance attached to the activity of the Society can be seen from the fact that the Chairman of the All-Russian Central Executive Committee, M. I. Kalinin, was made President of the Society. Kalinin, had been uninterruptedly for over ten years Chairman of the Central council of the "D.W.I." devoting much of his time to the work of the Society.

Similar Societies were also organised in the other Republics of the Union (Ukraine, White-Russia, etc.)

The popularity of the "Down with Illiteracy" Society was demonstrated first of all in the growth of its membership. While in January 1924 there were in the whole of the R. S. F. S. R. 100,000 members of the D. W. I. one year later there were already 464,000 and in 1935 there were over 1,500,000 members.

(1) COMPOSITION AND STRUCTURE OF THE SOCIETY.

Eligible to the membership of the Society were persons of both sexes who had reached 14 years of age (children of 10 to 14 years of age form circles of "Young Friends" at the "D. W. I." Organisations) When more than 10 people had been enrolled (in a factory or other enterprise) a local branch of the Society was organised. A general meeting of the members was called, an executive or Bureau of three (or five) people was elected to direct the activities of the "D. W. I." local group. Such "D. W. I." groups were formed in factories and public institutions, in collective farms, in rural soviets, in large apartment houses, etc.

When a sufficient number of D. W. I. Societies were formed in a district (or city), a general District (or city) conference was called at which the D. W. I. District Council was elected. The latter directed the work throughout the district.

At least once in three years regional (provincial) conferences of the Society were held at which the "D. W. I." Regional Council was elected. Besides the election of leading Committees the conference discussed the general questions of the work of the Society and of Adult Education.

The All-Russian "D. W. I." Conference elected the Central Council which was the supreme organ of the Society during intervals between conferences.

Each Council elected from its midst a Presidium. The "D. W. I." Councils submitted regular reports to conferences of local delegates; the Bureaus of the "D. W. I." groups reported to general membership meetings. The general meetings and conferences elected further more special control committees for the systematic control of the every-day work of the Bureau and the Councils, and of the Society's activities on the whole.

Along the same lines "D. W. I." groups were organised in the transportations where they were working in close contact with the territorial organisations of the Society.

"D. W. I." groups were formed upon the initiative of Party Komsomol, trade union and other organisations, as well as upon the initiative of individual members of the Society.

Daily guidance and assistance to the "D. W. I." groups, besides the "D. W. I." Councils was extended by local party and Soviet organs.

2. AIMS & ACTIVITY OF "D. W. I." SOCIETIES.

The All-Russian "Down With Illiteracy" Society, as a voluntary organisation for public activity of the toilers of the town and village, pursued the aim of assisting the people's Commissariat of Education of the R.S.F.S.R. in the struggle for the universal literacy of all the peoples of the Republic and for raising their cultural level.

(To be Continued)

The Sixth South Indian Adult Education Conference, Vetapalem.

The Sixth South Indian Adult Education Conference, held its sessions for two days, commencing in the Bandla Bapaiah Hindu High School, Vetapalem on the 5th and 6th February 1949. Delegates from all parts of South India numbering over hundred attended the conference. The Madras Government, the Madras Corporation, the Mysore Government, Kalakshetra, Adayar, the Madras Diocese and the Guntur Diocese and some Training Colleges have also deputed their representatives to attend the Conference. Several visitors, from Andhra area also attended the conference. Messages from Their Excellencies, the Governor of Madras and Her Highness, Sir C. P. Ramaswami Iyer, Srimathi Rukmini Devi Arundale, Dewan Bahadur, V. Bhashyam Iyyengar, the Hon'ble Sri T. S. Avanasalingam Chetty, Sri V. Kurmayya and Sri M. Bhaktavatsalam, Ministers of Madras Government, Sri D. S. Reddy, Director of Public Instruction, Madras, Registrar, Annimalai University, Prof Humayun Kabir, New Delhi, and several others wishing the Conference success were received and read at the conference.



Mr. J.L.P. Roche-Victoria M.L.C. General Secretary, Hoisting the National Flag.

The Conference commenced with the hoisting of the National Flag by Sri J. L. P. Roche Victoria, M.L.C., Mr Victoria, in hoisting the Flag traced in brief the importance of Adult Education in making the India of to-day really independent and to see

to its attaining a top-most place in the Nations of the world. He also stressed the importance of the Flag.

Sri G. Harisavottama Rau, Chairman, Reception Committee, welcoming the delegates traced in brief the work of

Vetapalem in Educational activities and dealt at length on the work of the South Indian Adult Education Association, the Andhra Desa Library Association and the recent schemes, promulgated by the Madras Government for the spread of Adult Literacy and education. He then requested Mr. S. R. Chartrand, American Vice-Consul and Public Affairs Officer Madras to open the Conference, and, Sri T. Madaiah Gowda, M.L.C., President of the Mysore Adult Education Council, to preside.



Sri Madaiah Gowda, M.L.C., (Mysore) President, Mysore Adult Education Council, the President and the delegates of the Conference.

Mr. Chartrand, in his opening address, dealt on the various activities of America in the spread of Adult Education there. He stressed the necessity of Adult Education in the Free India of to-day where elections will be held on Adult franchise and to see real democracy established.

Sri Madaiah Gowda, in his Presidential address, explained the work in detail carried on by the Mysore State Adult Education Council and on the help rendered by the state there. He appealed to the other areas to take to intensive working of Adult Education schemes and make the entire masses literate.

On the second day, there was a sectional meeting in the morning under the presidentship of Sri A. G. Vilvaroy, Adult Education Officer, Madras. Mr. Vilvaroy explained in detail the work of the present Madras Government in the matter of Adult Education. Papers were then read and discussions followed. Sri V. Krishna, Madras Corporation, Sri M. J. Prakasam, Sri Goparaju Ramachandra Rao, Sri K. Nagendrudu, Sri P. Venkata Ramana Rao, Sri K. Venkatasubba Rao, Sri Gera Premaiah, Sri R. Nancharaiah, and Sri B. Nageswara Rao, read papers on several aspects of the problem.

In the noon, a separate session for women was held under the presidentship of Srimati R. Rajaratnam, Lecturer, Lady Willingdon Training College, Madras. Srimati Vutukuri Lakshmikantamma of Bapatla, Chair woman of the Reception Committee welcomed the delegates and guests. And Srimati B. Lakshmikantamma, Deputy Inspector of Schools, Ongole opened the sessions. Both the Chair woman of the Reception Committee and the opener laid stress on the necessity and importance of education of the woman. They appealed to the women to train their children in a befitting manner to be worthy citizens of India. The President also appealed to the woman folk to take to educational activities. She explained how a woman at home in her leisure hours may educate other women and in this connection she narrated her own experiments.

In the open session which met again on the second day in the evening suitable resolutions were discussed and adopted and important speeches made.

In this connection an Exhibition also was arranged where attractive charts, posters, pamphlets, books, etc., were displayed. The Departments of Education and Agriculture, of Madras, the Mysore Adult Education Council, the U. S. A., and British Information Services, Christian Literature Society of India, the S. I. A. E Co-operative Publishing Society, Ltd. Andhradesa Library Association, Saraswata Niketanam, B. B. H. H. School and several other schools contributed their quota to make the exhibition a great success.

There were also arranged by U. S. A. Information Services, two screen shows on the two nights where useful films of great educational value were shown. Mr. Chartrand was greatly helpful in making the screen shows a success. The shows attracted innumerable crowds.

All the delegates to the Conference were the guests of Messrs V. Kota, Koduri Satyanarayana Rao, Daggupati Venkateswarlu, A. Srinivasa Rao, V. Jayaramdoss and K. Subba Rao who arranged dinners lunches, and teas and breakfasts respectively during the whole session.

The Scout Troop of the local High School, the teachers, and some other volunteers took active part and rendered valuable services during the session.

With a vote of thanks by Messrs G. Harisavottama Rao, and A. Srinivasa Rao the Conference came to a close.

A Scheme of Adult Education Through University and other Students.

A. G. VILVA ROY,
Adult Education Officer.

THE AIM.

The aim of the scheme of Adult Education through University Students is two-fold. Firstly it is the spread of literacy and useful knowledge among adults. Secondly, the aim is to enable students, the future leaders of India, to know the village intimately. This scheme will help the University Students to view the common man and his lot with sympathy, so that the ultimate effect of this scheme on them will be "the higher the education the nearer the village."

THE SCHEME.

Students in every Arts and Professional college in the Presidency may form themselves into a Social Service League and elect a student Leader and a Deputy Leader. The Principal will be the Ex-officio President and Treasurer. The Leader and Deputy Leader will assist the President in conducting the activities of the League usefully. Existing Social service organizations may be reformed on these lines.

The League shall have for its object the making of a literate India in the quickest possible time. To this end the members will first make their own homes, inclusive of servants, literate. The League will organize for the benefit of its members training courses in the quick methods of adult literacy, run adult education centres under its auspices and encourage members to do adult literacy work in villages individually and in groups during vacations. The training courses may be organized on four Saturdays for five hours a day preferably in common for all colleges at a central place like the Memorial Hall, Park Town or Rajaji Hall, Mount Road, for City colleges. In the alternative the first period of the working day may be devoted to the training for twenty days. A plan for the formation of local Adult Education organizations in villages and towns will be supplied by a special committee; and such local organizations running adult literacy schools may apply for the assistance of student volunteers during vacations, to the heads of educational institutions. Wherever possible an Every Day Science Exhibition may be organized in villages, and cultural talks given. Competent students will also deliver lectures on topics taken from a list specially prepared for the purpose. Every college may choose a village for intensive social service. Colleges in the City and elsewhere may in addition each take up a local slum for week-end social service.

A social service league corner will also be maintained by the members. This corner will be a room or other apartment in the college where a Students Social Service Exhibition will be organized with charts, reading sheets, wall-newspapers, pictures, photographs, slides, original essays for the use of the new literates, general essays of interest to the villager, etc., prepared by the members.

A roll of honour showing the names of members who have done meritorious service in the field will adorn a prominent place in the exhibition. The league will raise its own funds through donations, entertainments and mutual subscription. A Social Service League fee of annas four per term may also be collected from the students along with the school tuition fees.

A students' Social Service League Journal entitled *Down With Illiteracy* may be published as a quarterly to exchange thoughts and experiences in the field. Similar programme may be recommended for students in Form VI of High Schools and for trainees in all Training Colleges and schools for teachers.

News and Notes

We learn with gratification that the Andhradesa Library movement has erected at Patamatalanka, Kistna District, the Headquarters building costing about Rs. 30,000 called the "Sarvottama Bhavanam" to celebrate the services of Sri G. Harisavottama Rau to the country in general and to the Library and Adult Education movement in particular, for more than four decades.

Presiding over the seventh annual day and prize distribution of the National Girls High School, Triplicane Mr. J. M. Lobo Prabhu, Secretary to the Madras Government in the Education and Public Health department catalogued proposals for spread of literacy made in several directions and agreed that Education was fundamental to progress and that every plan for it deserved to be examined and every experiment encouraged.

The Government of Madras sanctioned opening of 100 literacy schools for 1948-49; they have sanctioned 350 more for 1949-50. This sanction means that Government Grants have provided for these schools at Rs. 144 per annum. Municipalities, District Boards and private agencies are free to open such classes without limit of numbers provided no grants are expected from the Government.

The Government of Madras have permitted the South Indian Adult Education Co-operative Publishing Society, Limited, 99 Godown Street, Madras to publish for them 9 Tamil and 10 Telugu continuation readers acquired by the Government by award of prizes.

The second Provincial Conference of Social work was held under the Presidency of Dr. C. R. Reddy, Vice-Chancellor, Andhra University, at Coimbatore from 8 to 10 October 1949. H. E. Governor of Madras inaugurated the conference. Sri T. J. R. Gopal Provincial Organising

Secretary and Sri J. Rajanayakam Regional Secretary for Tamilnad represented the South Indian Adult Education Association, at the conference.

Unesco. Rural Adult Education Seminar.

The Seminar has been convened under the auspices of U.N.E.S.C.O. to discuss the present position in the matter of Rural Adult Education in various Asian countries, the problems involved in seeking to improve that position and the present trends of development in the field. The Seminar will begin its six weeks session at Mysore City from 2nd November 1949. Hon'ble Maulana Abul Kalam Azad, Minister for Education, Government of India will inaugurate the Seminar. Pandit Nehru, Prime Minister is expected to visit Mysore in the middle of December to participate in the concluding day's function of the Seminar.

All meetings connected with the Seminar will be held at Hotel Krishnarajasagar, Brindavan Gardens, Mysore Hotel, and representatives from 30 countries are expected to participate. According to the present programme the Seminar is expected to conclude on the 15th December 1949. The South Indian Adult Education Association has been invited to prepare a paper to be submitted to the conference. Hon'ble Mr. J. L. P. Roche Victoria, Minister for Food and General Secretary of the Association is expected to attend the Seminar.

The only library in the world of its kind, the British Museum Newspaper Library, has 380,000 volumes of 25,000 different newspapers and periodicals of the world. Saturation point has now almost been reached, says the author in a recent article and new buildings are being erected to receive current and future publications. In 1941, the original depository was hit by a German bomb and about 30,000 bound volumes were destroyed.

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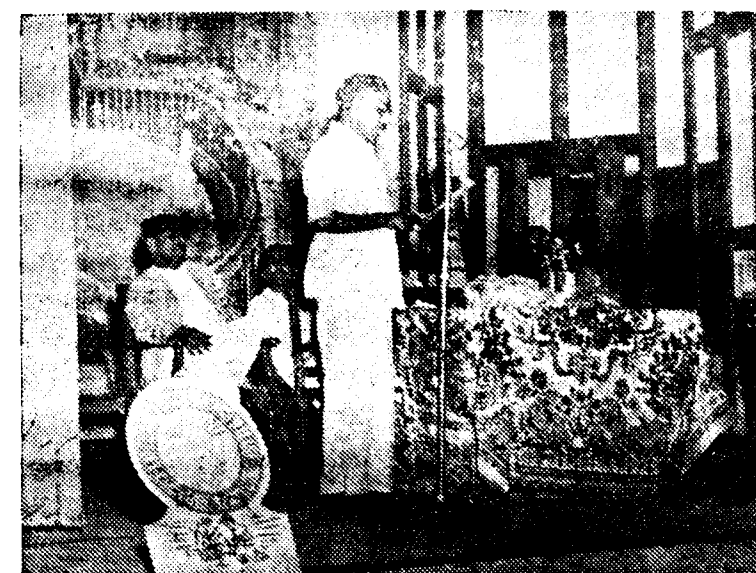
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Hon'ble Mr. K. Madhava Menon, Minister for Education
and President of the Week Addressing.

Editorial.

The Social Education Programme and the Elementary School Teacher

The Social Education programme of the Madras Government has opened out very great possibilities for the Elementary School Teacher. The emolument that he gets in the form of a grant and bonus for the work he does may not be considered a very important part of the fresh opportunity afforded to him or her. What the Government pays—Rs. 8 as teaching grant and Rs. 4 as equipment grant—is certainly meagre and should be improved. But we desire to draw attention to the more substantial advantage the Elementary School Teachers gains. By employing himself as the teacher of the adult in the village if he does his work well, the Elementary School Teacher gets a status in the village which he never had before. Hitherto he handled only children who have no status in social life. They are dependents, raw arrivals into the world to be shaped by the Teacher into proper form before they entered life and carried on social life of the country as its constituents. The childrens parents have been most of them ignorant not capable of understanding the worth of the work carried on by the Teacher. If a few men there were who were Educated in the Village they have either flown to the urban areas or domineered over the local folk including the School Master. So it has happened in our land, that the Elementary School Master, however well-intentioned, has had no prestige in the Village. In fact, he has suffered cold neglect as a man who does not count. The Consequences of this position of the Village School Master have really been terrible. He has, as a class, been depressed and his work; where honest work has been put in, has been Mechanical; for resigning to the lot of unappreciated service the ordinary man cannot command the necessary enthusiastic approach. Where the Village School Master felt that he must make himself felt his part in the life of the Village has been that of a despoiler through a series of acts of omission and commission not worthy of the profession of Education. Fortunately the School Master despoiler of the Village is an exception. With the opportunities opened up by Social Education to the Village School Master there are very bright chances for him and for his village. The Education of the adult is the Education of the parent. A proper educated atmosphere within the village household solves the first problem of the Village School Master—the problem

of attendance of children. He gets a better disposition in the children themselves. This in itself is a great gain, as many attendance officers to day are able to testify. This is really nothing as compared to the tremendous rise in prestige that the School Master gets as the teacher of hundred per cent of the Village Folk. When the adult finds that his Guru the School Master has been of service to him leading him from darkness into light what will not the man do to be greatful. In our land the tradition of Guruhood is the tradition of Godhood. The Guru has been put on a par with the Father the Mother and God himself. Whatever modernism may have done to destroy the finer relationships in life, it has not yet shaken in the rural areas the reverence in which a teacher of mankind is held. Only our School Master as Teacher of adults should deserve it by his own work and worth. We are glad the scheme adumbrated by the Government of Madras has programmed for substantial social education in that its syllabus contemplates equipping the adult with knowledge enough to read and interpret for himself a daily newspaper within the course of three years. There is provision in the training course also, however rudimentary it may be, to fit our present day School Master to this purpose. Our present day School Master, due to no fault of his, is not fully equipped for progressive social education work. It would be better to retrain the Village School Master every year for serious Adult Education Work in the village. Whether the Government does more or not immediately, we appeal to the teacher to be alive to the situation and equip himself more and more by his own exertion to become the educational leader in his village through his Guruhood not through the Claptrap leadership so much in discredit today. He has chances today to prepare his adult learners for the VIII Standard Examination while he himself, through the Education he gets by educating the adult appear for higher and higher examinations until he reaches the formost. At this place we have to sound a note of warning. The Village School Master by himself, however earnest he may be, cannot transform himself and his village into a showing educational garden without the help, co-operation and encouragement of all men who deal with public affairs. He must be given full opportunities to extend his service by public support. His environment has to be vastly improved by good propaganda. We are glad that the Government have thought fit to appoint Honorary Directors of standing and repute. We congratulate Sri K. S. Ramaswami Sastriar for having taken up duties as Honorary Director for Tamil Nad. He is the second Honorary Director so far appointed. But we would be failing in our duty if we did not tell the Government that this is not enough. Much greater non-official assistance has to be canvassed to aid the School Master in the village to carry on social education work with effect. We know that the Hon'ble the Education Minister Sri K. Madhava Menon is alive to the situation as evidenced by his own declarations and by the keen interest he has taken in helping the *South Indian Adult Education Week*. We equally know that the Director of Public Instruction Sri D. S. Reddi is very keen on doing his best for Social Education and we expect very early a thorough policy and plan which will put enthusiasm into the endeavour and kindle sufficient life in the Adult teacher and the Adult learner who constitute the movement in the main.

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The Proceedings of the First South Indian Adult Education Week held in Madras from 4th February to 7th February 1950

The inaugural function of the First South Indian Adult Education Week was held on 4th February 1950 at St. Mary's Hall, George Town, Madras, which was attended by a large number of distinguished officials and non-officials. The Week was organised by the Central Committee of representatives of Cultural and Educational organisations under the auspices of the South Indian Adult Education Association. Hon'ble Sri. K. Madhava Menon, Minister for Education presided. His Excellency the Governor of Madras inaugurated the Week.

Early before the commencement of the proceedings, under the guidance of the Military authorities a literacy march by N.C.C. was conducted from Central Station to the St. Mary's Hall, where the proceedings took place. Similar processions were also organised by the Social Service and Adult Literacy organisations in the city. On arrival, His Excellency the Governor of Madras was presented with a guard of Honour by the members of the National Cadet Corps.

The Function commenced with a dance drama on "Woes of an illiterate" by Arundale Adult Education Centre, Adyar, Madras.

Hon'ble Mr. J. L. P. Roche—Victoria, Minister for Food and Vice-President of the Week, welcoming His Excellency and others said that it was the first time that a state-wide drive was being organised to enable the Government and the people to make the movement real, effective and successful. Thanks to the steps taken by the Government several centres had been started and were functioning with the aid of grants from local bodies and help from private agencies. They had also programmed to organise a "Flag Day" during the course of this week so as to collect funds with a view to keeping a reserve not only to celebrate this week purposefully but also to carry on their work effectively during the year.

The Minister, emphasising the importance of Adult Education in view of the introduction of adult suffrage in the new Republican constitution, felt that the vast majority of the illiterate people should be

made to realise and understand their rights and privileges of citizenship. They must also be made to know the value of the vote. He hoped that 'Each One Teach One, club organised by the centre would derive good results. He appealed for public support to make the Week a success.

The distinguished guests were garlanded by Sri. T. J. R. Gopal, General Secretary of the Week.

* His Excellency the Governor of Madras then delivered the inaugural speech.

Mrs. R. Radha, Joint Secretary of the Week read the following messages received from H.E. Governor of Madras; * The Hon'ble Sri P. S. Kumaraswami Raja; Sir C. P. Ramaswami Ayyar; Hon'ble Mr. N. Gopalaswami Ayyangar, Minister for Transport, Government of India; Hon'ble Sri K. Satnhanam, Minister for Transport and Railways, Government of India; Dr. Rex, Deputy Director General, U.N.E.S.C.O., Adult Education Seminar, Mysore; Janab Rahiman Qidwai of New Delhi; Dr. A. N. Basu, Principal, Central College of Teachers, New Delhi; Mr. D. L. Ananda Rao, Adult Education Adviser, Government of Ceylon, Colombo; Hon'ble D. H. Chandrasekaraiyah, Minister for Education to Government of Mysore; Sri. G. D. Naidu of Coimbatore and others.

A few Messages.

As patron of the First South Indian Adult Education Week which is to be held between February 3rd and 7th, 1950. I send a message of goodwill to the organisers of the Week. I am sure such celebrations will serve to arouse widespread national consciousness of the importance of literacy and social education at the present time and also help towards the establishment of a wide net-work of centres throughout the State to carry on the work of the Association.

I would like to congratulate the Association on their enterprise and initiative in the matter. I wish the Education Week every success.

KRISHNA KUMARSINHJI BHAVSINHJI,
Governor of Madras.

*The inaugural speech of His Excellency the Governor of Madras and the Chief Minister Hon'ble Sri R. S. Kumaraswami Raja's Message were published in the last issue.

I am glad to learn that the South Indian Adult Education Association are conducting an Adult Education Week next month. With the widening of the franchise under the new political set up of our country, it is more than ever necessary that, apart from other considerations, everyone of our citizens should become not merely literate, but have education enough to exercise his rights as a voter in a discerning and responsible manner. Those engaged in the task of spreading information and enlightenment among our people deserve all the support they can get, and I wish the activities of the South Indian Adult Education Association every success.

(Sd.) N. GOPALASWAMI AYYANGAR.

I have received the brochure with reference to the South Indian Adult Education Week and agree with you in emphasising the indispensability of Adult Education for the purpose of grappling with the problems of the immediate future and that, in the present circumstances, the tasks ahead of us should be shouldered by the people at large.

I cordially sympathise with the objects outlined in your letter and wish your drive all success.

(Sd.) C. P. RAMASWAMI AYYAR.

Do you know what the silent millions are?

Are you one of them or is your neighbour one of them? They belong to one half of the world's total population. They are people who cannot make use of the man's greatest invention since fire was first produced by primitive man. This invention is writing and with writing comes reading. Those who cannot read and write are denied the best tools of civilisation. Man's wisdom and knowledge can be given to any one who is willing to learn to read and write.

To be illiterate is more than to be ignorant of the use of letters. An illiterate can only learn what some one else tells him and what is passed on by word of mouth from parents to children.

To-day the world is changing so rapidly that much of what was good and useful yesterday may lose its value and usefulness to-morrow. We must produce more food and things for all of us if we want to have healthy children who can earn a living and create a good life. Our

country needs good citizens. These citizens must build a democracy in which each one is responsible for what happens in the country. To be a good citizen in a democracy is impossible when one is illiterate, when one does not know how to keep healthy in body and mind, when one wastes what nature offers to us, and when one is not ready to serve his fellow citizens. The knowledge we need to be healthy to be productive and to fulfil the duties of citizenship can be found in the books by anyone who wants to learn. To make our new country strong and great and just for all, we must have citizens who are not silent but who can use the tools of knowledge wisely and profitably.

UNESCO is a world organisation of which you are a part. The representatives of your Government sit in the councils of UNESCO and decide what practical things UNESCO must do to create peace by influencing the minds of men. UNESCO is working to improve the opportunities for Social Education and literacy to help the world's population which, until now, has not had the opportunities to learn and to grow. During the month of November '49, 17 educators from 18 Asian Countries have worked together at Brindavan Garden to report how Social Education in Asia can help to make the lives of the hundreds of millions of rural people in the Asian Countries better, and happier. They studied the most modern methods and techniques used in India and in many other countries of the entire world so that the leader of education in India may give you the kind of teaching which is practised and helpful for the adult.

UNESCO hopes that the Indian Educationists who came to the Asian Seminar will spread the knowledge and experiences through regional seminars in the states and provinces of their country. Only thus can we profit by the intensive work which a handful of educators have begun and which UNESCO wants to multiply a thousand fold. The citizens of Madras Province are known for their keen interest in the affairs of the world. The highest rates of literacy in India are found in South India. May the Adult Education Week in Madras be the beginning of a great effort to continue the traditions and fame of Madras in the culture of India.

SD. REX.

She then announced that H. E. the Governor of Madras has kindly donated Rs. 500 towards the Expenses of the Week. H. H. Maharani of Bhavanagar has kindly promised a donation of Rs. 500. Other donations were from Mr. T. S. Rajam of M/s T. V. S & Sons Ltd., Rs. 500, the Bishop of Bangalore Rs. 100 and Rs. 1,000 from the Government of Madras.

Hon'ble Mr. K. Madhava Menon Minister for Education's Address
Government's Plan Explained

Mr. Madhava Menon said that unless political equality conferred by the Constitution of India was matched with equality in educational, economic and social conditions, the Republic could not realise its aims and objectives. The Government had their plans for educating children. These plans, however, did not meet the immediate problem of educating adults in whom political power had now been invested and would remain for many years to come. It was a pity that in this province there were 26 million adults who were illiterate. They had no illusions about the difficulty of educating this large population.

The Minister said that on a conservative estimate they required Rs. 11.4 crores at Rs. 6 per head, but even more difficult was the question of finding teachers and students. In respect of teachers, the task

demanding not only ordinary training but special courses for handling adults who were less susceptible to the intuitive and

NON-OFFICIAL
Adult Education Van for Bombay City
When shall we have one?

His Excellency the Governor of Bombay, Raja Maharaj Singh, presided over the donation to the Bombay City Social Education Committee of a fully equipped Motor Van, given by the Tata Charitable Trusts. Among the equipment of the van are an RCA "400" Sound/Silent 16mm. Projector, an RCA Wire Recorder, an RCA "Aeropressure" Microphone, and 2 RCA Re-entrant type trumpet loud-speakers. The recorder is a gift from Photophone Equipments Ltd.

The Bombay City Social Education Committee has been actively engaged for over a decade in the task of spreading education and enlightenment in the city of Bombay. Although the Government of Bombay supports it to a considerable extent in its activities, the Committee is dependent on the co-operation and assistance of the citizens of Bombay in carrying on its important task of educating the adult illiterates of Bombay, and of imparting instruction in the fundamentals of social education.

The van was presented to the Committee during the course of the Committee's first Social Education Week in Bombay, held between the 29th. November and the 5th December 1949. The Chairman of the Social Education Week Committee was Mr. Y. A. Fazalbhoy, of GRA, Bombay.

imaginative instincts of children. An adult teacher should possess not only knowledge but also patience. For the time being, the Madras Government were specially training existing teachers and their number required to be increased if adult literacy was to be achieved in a measurable time.

The Government, the Education Minister added, were painfully aware of the lack of response on the part of adult students. Centres could be started but adults did not attend them in sufficient numbers, and for the prescribed periods unless they were constantly persuaded by others and steadily impressed by their own progress. In this connection the Government had noted that the UNESCO Conference recently held at Mysore had stressed that adult education should be in the general context of social and economic improvement. In other

words, the adult school had to be as far as possible the community centre in which the adult not only learnt the use of

letters but was informed and entertained in matters that interested and concerned him.

The Minister said that the position in Madras State was that 400 adult schools had been already opened and 550 more might be opened during the rest of the financial year. At these centres the teachers had to be trained to handle classes of 15 students on a remuneration of Rs. 8 a month and an allowance of Rs. 4. For every adult rendered literate, within a period of four months, a bonus of rupee one would be further paid to the teacher. In order to add to human interest to the process of learning the teachers used special charts. They would also be assisted by visits of demonstration vans fitted with cinemas and loud-speakers. To maintain the literacy obtained, the new Library Act would enable the institution of many more libraries. Six rural colleges for advanced studies were also being established. During the current year the Madras Government were spending Rs 1.57 lakhs to which an equal amount had been added by the Government of India.

Method of Instruction

"The scheme of the Madras Government" Mr. Madhava Menon said, "is in the nature of mere outlines which have to be filled up by popular interest and help. In the adult centres the teacher is concerned with the mere drill of imparting knowledge of letters and figures. By itself, this work is a strain both on the teacher and the students. This may account for the lack of enthusiasm and the slow progress of Adult Education so far. The Government are therefore, considering how instructions at the different centres can be enlarged and enriched to treat and contain the attention of the students. In addition to the audiovisual aides, the general introduction of which was prohibited by their cost, it should be possible to make the course more interesting by adding information to the existing education. In this connection it is being examined if in addition to the teachers there should not be a panel of visitors who may attend the school by rotation, talk to the students and assist the teacher." He would appeal to the general body of the public to testify their

willingness to share at least in this part of the task for adult literacy.

Honorary Director in South

The Minister said that he was glad that Mr. K. S. Ramaswami Sastri had agreed to be the Honorary Director for the Southern Districts. Pensioners, students and people with leisure might join the committees which would be constituted at each Adult Education centre, from which the visiting panel would be formed. The Government were also considering if students who rendered such service should not be given preference in appointment to public services. In respect of pensioners, the Government considered that their services were not only a return for what they were paid but were due to the country in the hour of its need. They were now passing through an hour of destiny when their country had attained political maturity. They should give whatever time they could spare to the promotion of adult literacy.

Sri Ariyanayakam's Address

Mr. Ariyanayakam addressing the gathering, said that unless they considered education as continuous whole from birth to death, they might not be able to achieve what the country needed. They should prepare for pre-basic and Adult Education. The people in the villages had preserved their culture and civilisation from time immemorial, without any schools. They had maintained knowledge of the Ramayana and the Mahabharata from Kashmir to Cape Comorin. It was so on account of two reasons, namely, the temples and the religious background and their social institutions. When they thought of Adult Education they should not be guided by western methods. They should link themselves with the past. The country was now a Republic and they could think in terms of a new orientation of the great problem of mass education. Adult Education should centre round agriculture and allied crafts that would make agriculture more profitable and self-supporting.

Mr. A. Vilvaroy, Special Officer for Adult Education, explained in Tamil the proposal to open "Each One Teach One Club."

Mr. G. Harisavottama Rao, proposed a vote of thanks.

Adult Education Week in Women Centres.

Social service organisations should take up Adult Education as one of the principal items of their programme for the uplift of the common people, said Mr. K. Madhava Menon, Minister for Education, inaugurating the Adult Education Week celebrations at the Lady Willingdon Training College.

After prayer, Srimathi Lakshmi Ammal, Principal of the College, welcomed the gathering and said that classes in Adult Education were being successfully conducted by the Social Service League of the College.

Miss T. S. Sumitra, Secretary of the Adult Education Study Circle, said that 22 women were attending classes conducted by the Circle of whom seven were being prepared for the VIII standard examination. Ten women and 29 men, who were semi-literates, were also attending the classes. It was, however, those totally illiterate who were proving to be a problem as they were very irregular in their attendance.

Proceeding, Miss Sumitra said that the students of the College had prepared charts, songs and slides relating to adult education work and were also taking classes. It was very encouraging to note that several people came to them voluntarily asking to be taught. A few old students of the College were carrying on Adult Education work in their spare time and it would be a matter of pride to the institution if more of them would interest themselves in this important national task.

Mr. Madhava Menon congratulated the staff and students of the Lady Willingdon College on the good work they were doing in the field of Adult Education. It was not an easy job which they had taken upon themselves. Years ago, when he was the Municipal Chairman in Calicut, he organised an Adult Education class and on the opening day a good number of adults had

enrolled themselves. When he visited the class a week later he found to his dismay that the number of pupils had sadly dwindled. The task of an adult education worker required a tremendous amount of sympathy and patience and earnestness and enthusiasm for the cause. Mere monetary considerations might not draw people to take up this service.

Education was a problem of immense magnitude, Mr. Madhava Menon continued. If by a miracle all the adults were made literate in a day, there would still remain the millions of children below the age of 15 who did not go to school. Compulsory primary education for all the children would require teachers, buildings, equipment, and finances of a stupendous order. If all the existing secondary schools were to be provided with qualified B.Ts. no less than 4,000 would be required. Over 15,000 trained elementary school teachers were required every year for replacement alone in the Madras State. Schools were also overcrowded due to lack of adequate buildings. A few schools in the City which he had visited were so crowded, that if they had been used as sheds for cattle, the S.P.C.A. might possibly have launched a prosecution.

The situation confronting the country in other fields like public health, sanitation, irrigation, electrical development, etc., was also none too confronting. The Minister emphasised, it presented a challenge to the citizens and it was up to them to rise to the occasion and prove themselves worthy of the freedom which they had won. Col. Hamid, Joint Director of Public Instruction, said that shortly Government would provide five vans for giving visual education. These vans could also be utilised for imparting adult education.

There was a variety entertainment by the students of the Adult Education Classes.

Q.M.C. Celebrates Adult Education Week.

Sister Subbulakshmi's appeal to Women.

The Adult Education Week was inaugurated by Sister Subbulakshmi at the Queen Mary's College before a large gathering of staff and students. Sister Subbulakshmi urged that every literate should take a pledge during the week to educate as many illiterate adults as possible.

Miss Gwen Mathews, a senior student stressed the importance of imparting education to the less fortunately placed persons in society. Srimathi Nallamma Subramaniam said that a nation of illiterates was a great danger to the well being of the world.

Mrs. Nallamuttu Ramamurthi, the Principal, said that in the Republic of

India, efforts should be made to educate as many persons as possible. She then paid a tribute to the services rendered by Sister Subbulakshmi in the field of women's education in this Province. Miss Sivapurnavati, Secretary of the Social Service League, proposed a vote of thanks.

The staff and students of the Queen Mary's College have drawn up an extensive programme for the Adult Education Week including visits to houses in several poor localities in South Madras.

A special committee with Srimathi Annamani Amma as the convener has been constituted to conduct the programme for the week.

Statement of Flags supplied for sale by the Central Committee of the First South Indian Adult Education Week to the District Centres.

Name of the District.	No. of flags.
1 South Arcot (Through the Collector)	2,01,000
2 Tanjore (Through the Collector)	86,000
3 Salem (Dt. Adult Education Week Committee and others)	38,000
4 Thirunelveli (Through the Collector)	32,750
5 South Kanara (Through the Collector)	32,000
6 Bellary (Through the Collector)	20,500
7 Mathurai (Through R.D.Os.)	20,000
8 Nellore (Through the Collector)	20,000
9 Kurnool (Through the Collector)	20,000
10 North Arcot (Through the Collector and others)	17,300
11 Ramnad (Through the Collector)	16,500
12 Tiruchi (Through the Collector)	14,500
13 Chingleput (Through the Taluk A. E. Week Committees and Collector)	12,900
14 Coimbatore (Through A E.W. Committees and Tahsildar. Darapuram)	12,000
15 Kistna (Andradesa Library Association)	10,000
16 West Godavari (Through D.E.O. and Collector)	10,000
17 East Godavari (Through the Collector)	8,200
18 N. Malabar (Through D.E.O.)	8,000
19 Nilgiris (Through the Collector and others)	7,000
20 Anantapur (Through the D.E.O.)	5,000
21 Cuddapah (Through the Collector)	4,000
22 Chittoor (Through the Collector)	3,000
23 Guntur (Through the Tahsildars)	2,000
24 Madras City (Through D.E.O. and others)	20,000
Total	6,20,050

Contributions the received from District Centres to the South Indian Adult Education Fund upto 15-3-1950.

Rs. A. P.			Rs. A. P.		
			Brought forward ... 10,167 6 4		
1. The Taluk Adult Education Week Committee (Through Tahsildar) Tirukkottai, South Arcot ...	1,595	10 0	25. Municipal Area, Conjeevaram ...	61	12 6
2. The Taluk Adult Education Week Committee, Tindivanam, South Arcot ...	1,523	3 6	26. Taluk Adult Education Week Committee (Through the Tahsildar) Tirunelveli ...	61	10 0
3. The Taluk Adult Education Week Committee (Through the Deputy Inspector of Schools) Razole, East Godavari ...	1,237	12 0	27. Sri P. Ummerkutty, Secretary, Adult Education Week Committee, Tellicherry ...	60	12 0
4. Mr. M. N. Kini, Honorary Treasurer, District Adult Education Week Committee, Kozhikode, Malabar ...	756	8 41	28. T. V. S. & Sons, Ltd., Madhurai ...	56	14 0
5. Mr. C. B. Arumugam Pillai, Treasurer, Taluk Adult Education Week Committee, Vridhachalam, South Arcot (1st instalment) ...	755	14 0	29. Secretary, Adult Education Week Committee, Mankada ...	56	0 0
6. The District Adult Education Week Committee, West Godavari, Eluru (1st instalment) ...	532	5 3	30. South Madras Adult Education Week Committee (Through Sri P. S. Krishnaswami) Madras ...	54	14 0
7. The Tadpatri Municipal Area, Adult Education Week Committee (1st instalment) ...	490	7 0	31. Adult Education Week Committee, Tadepalligudam (Through D. I. of Schools) ...	52	7 0
8. The Taluk Adult Education Week Committee, Cuddalore, South Arcot District ...	465	13 0	32. Municipal Council, Chirala ...	50	0 0
9. The Taluk Adult Education Week Committee, Ginjee, South Arcot ...	383	5 11	33. Municipal Council, Chingleput ...	50	0 0
10. The District Adult Education Week Committee, Tanjore (1st instalment) ...	381	1 1	34. Municipal Council, Tiruvannamalai ...	50	0 0
11. President Adult Education Week Committee (Through the Deputy Tahsildar) Tirutani, Chittoor District ...	293	9 0	35. Municipal Council, Vellore ...	50	0 0
12. Adult Education Week Committee, Panruti (Through the Deputy Tahsildar and R. I. Manjakuppam) South Arcot ...	267	5 0	36. Municipal Council, Kumbakonam ...	50	0 0
13. District Adult Education Week Committee (Through the District Collector) North Arcot, Vellore (1st instalment) ...	201	11 0	37. Municipal Council, Madhurai ...	50	0 0
14. Adult Education Week Committee, Sankarankoil (Through the Tahsildar) Tirunelveli District ...	192	12 1	38. Adult Education Week Committee, Melur, Madhurai District ...	50	0 0
15. District Adult Education Week Committee (Through the D. E. O.) Cuddapah ...	192	4 7	39. Secretary, Teacher's Association, Kothangudi, Tanjore District ...	48	0 0
16. Srivaikuntam Adult Education Week Committee (Through the Tahsildar) Srivaikuntam, Thirunelveli ...	130	0 0	40. Loyala College, Madras ...	46	13 6
17. President Adult Education Week Committee, Tekkali ...	116	0 0	41. Secretary, Adult Education Week Committee, Addanki, Ongole ...	37	11 0
18. Municipal Area, Vellore, North Arcot District ...	113	14 0	42. Board Elementary School, Narasannapeta ...	35	6 0
19. Adult Education Week Committee (Through Deputy Inspector of Schools) Virudhunagar, Ramnad District ...	105	0 0	43. Board High School, Narasannapeta ...	35	2 0
20. District Co-operative Central Stores, Ltd., Coimbatore and Nilgiris ...	101	0 0	44. Municipal Council, Palni ...	30	0 0
21. District Co-operative Central Stores, Ltd., Tirunelveli ...	100	0 0	45. Mr. Moses Thumado, Adult Education Week Committee, Kotagiri (1st instalment) ...	28	0 0
22. District Board, Nagapattinam ...	100	0 0	46. Treasurer A.E.W. Committee, Satenapalli ...	26	0 0
23. Taluk Adult Education Week Committee, Chirala (Through the Deputy Tahsildar) ...	100	0 0	47. Shanmugha Reddiar, Adhanur, Tirunelveli District ...	25	0 0
24. Taluk Adult Education Week Committee (Through the Deputy Inspector of Schools) Dindigul ...	62	14 0	48. Headmaster, Board Elementary School, Aftayampatti, Salem ...	25	0 0
			49. Secretary, Adult Education Association, Sankarankoil, Tirunelveli ...	25	0 0
			50. Rev. Basil, President, Adult Literacy Committee, Pothamputhur ...	25	0 0
			51. Tindivanam Municipality, Tindivanam ...	25	0 0
			52. Secretary, Adult Education Week Committee, Tiruvattur, Chingleput ...	25	0 0
			53. Municipal Council, Kancheevaram ...	25	0 0
			54. Municipal Council, Palayamkottai ...	25	0 0
			55. Municipal Council, Erode ...	25	0 0
			56. Headmaster, Board Higher Elementary School, Naracerur ...	24	12 0
			57. Tiruvallur Adult Education Week Committee (Through the D. I. of Schools) Tiruvallur ...	24	10 0
			Total ... 11,483 2 4		

Carried over ... 10,167 6 4

(To be continued)