

Adult Education Review

(Monthly)

Vol. IV]

NOVEMBER, 1952.

[No 1

**Mass illiteracy can be wiped out
Only by mobilising the whole
Nation to the task, says Minister**

Inaugurating the Third South Indian Adult Education Week on 8-11-52 the Hon'ble Dr. M. V. Krishna Rao, Education Minister, Madras State, made a policy speech.

Mass illiteracy, the Minister said, can be wiped out only by mobilising the whole nation to the task, which is too big to be essayed and accomplished by any one agency, official or unofficial, however resourceful and well organised it be.

Addressing a public meeting held in Muthialpet High School, Madras, on the last day of the Week. Sri C. Subramaniam, Minister for Finance and Food, said he had been closely associated with Adult Education effort in Coimbatore District and knew the difficulties of the problem.

Students, said the Finance Minister, could do much to promote Adult Literacy, during the summer vacation. The adult was willing and eager to learn, only the educated classes should rise to the occasion.



Published by:

Sri T. J. R. GOPAL,

Organising Secretary,

**The South Indian Adult
Education Association,**

Madras-1.

CONTENTS.

	Page.
1. EDITORIAL:	
The Deputy Inspector of Schools and Adult Education Centres ...	3
2. Conference on Continuation Literature ...	4
3. Basic Education and Spinning—By Sri Y. Venkata Subbiah, B.A., B.ED., Deputy Inspector of Schools, Udayagiri, Nellore District ...	5
4. Adult Education Effort should be a National Movement ..	8
5. A Central Committee formed for Malabar ..	13
6. 'I am an Adult, he is my teacher': Rajaji's tribute to Sri T. J. R. Gopal ..	16



A panoramic view of all the Social Service activities in Madras State was provided to Prime Minister Nehru on the occasion of his latest visit to Madras, by means of an Exhibition in "Raj Bhavan." Guindy. The Asoka Society, Madras, was given a stall where it conducted an Adult Literacy class. Picture above gives a view of the stall which was visited, besides the Prime Minister, by the Chief Minister of Madras State, Sri C. Rajagopalachari. A detailed report is published on the last page.

ADULT EDUCATION REVIEW

MONTHLY JOURNAL OF
The South Indian Adult Education Association, Madras.
(All Correspondence should be addressed to the Organising Secretary)

I. IV

NOVEMBER, 1952

No 1

EDITORIAL

The Deputy Inspector of Schools and Adult Education Centres

For want of proper training of the Deputy Inspectors of Schools the Adult Education movement in South India, as a State enterprise, has suffered. The Deputy Inspectors, both the Junior and Senior varieties, are a hard working lot and to have added visits and inspection of Adult institutions to their work was itself an unkindness. To have asked them to do the job without training was worse. We may not be correct if we said that the Deputy Inspectors had no training at all. At the beginning they were sent in batches of a few to observe the work at the Government Training Schools. That was only for ten days. When it was an observation of about a fourth of the course, it really meant nothing except a change of weather. We know they were expected to send some sort of a report. Later, there was a slight change. Junior Deputy Inspectors sometimes and very rarely School Assistants also were deputed to undergo the six weeks training. When a scheme to draw students into the Adult Education endeavour was contemplated as also when training school pupil-teachers were proposed to be given Adult Education Training as they left the institutions at the end of the original two years course, a number of Graduate Teach-

ers and School Assistants were given what was called "intensive training" but most of these were not actually men engaged in field work as guardians over Adult Education Centres. It has happened therefore that though there is a section of the Inspectorate which has received some type of training, still an appreciably large number of the Inspectorate has had no training of any type. The Department has so far proceeded on the assumption that any man in the Inspectorate is sufficient to handle Adult Education Centres. The department did not at least make it a condition that every person in the Inspectorate should run at his headquarters under his inspiration Adult Education Centre or Centres as models to be copied elsewhere. This suggestion was made, we understand, in 1950 but was not taken. If, at least, this were done, we should have had today about 500 Model Centres in the State. But what is the position today? Even the Centres at the headquarters of Deputy Inspectors are badly off. The teacher, by himself, has been unable to create the social atmosphere required to keep an Adult Education Centre alive and progressive. The Deputy Inspector visits, inspects and writes remarks which lead nowhere. The

Deputy Inspector is in some places, not in contact with the local officials of other Departments, not to speak of leaders and public men of the place, nor of the people in general. If he has to guard and guide and govern Adult Education he should be all alive, at any rate in his own headquarters, and by constant contact with local talents, official, and non-official, he should contrive to get full encouragement and support in all possible ways to the Adult Education Centres at least at his headquarters. He may then be expected to do some little for the Adult Education Centres elsewhere in his charge. It is then that interest may be created in the officials of the other Depart-

ments, from the district level downwards, to work at the problem as envisaged by Government Orders. Until some bold step is taken and Deputy Inspectors are charged with the duty of acting as live wires communicating energy to the movement we are afraid Adult Education Centres will live at best a mechanical existence with a number on rolls and average attendance sufficient to draw grants, the same 20 or 30 names looking into your face for years now in the lowest grade and tomorrow distributed into two or three grades. We suggest that the Department should examine the question forthwith and do the needful.

Conference on Continuation Literature

A Conference convened by the Director of Public Instruction to consider the new Tamil Primer published at the instance of Dr. Frank C. Laubach as also the question of follow up literature was held in Government Arts College, Madras, from 21st and 27th November 1952. Dr. Laubach himself was invited to preside. About thirty officials and a few non-officials were present. The Tamil Primer prepared did not receive the approval of the workers assembled. Very radical amendments were suggested, and they are being still worked at. The general consensus of opinion appeared to be that the old chart going in the name of Dr. Laubach and the old Primer going in the name of Sri T J R. Gopal should stand. On the general principles enunciated by Dr. Laubach about the teaching of reading and writing there was a decided difference of opinion, and most of the speakers did not want a mechanised method of teaching. They preferred to utilise the beautiful idiom of the South Indian languages enshrined in the folksongs, folk verse and folk sayings. Whereas Dr. Laubach thought that the protagonists of ancient tradition could not reach the absolute ease required in the case of the adult, the others

felt that what was natural to the adult could not be considered unfit for use in the name of ease. However, Dr. Laubach's slogan 'Make things easy, more easy and more easy' for the adult received general approval.

The question of follow up literature was also discussed. Dr. Laubach explained how experts in agriculture, medicine, health and other branches of knowledge were brought together at some place near Lucknow and requested to put into shape what they wanted to tell the adult in their own subjects. The matter so collected would be put into all the languages of India in the simplest way possible and distributed to the adult. While the development was appreciated to the extent it went, there was however a feeling expressed that centralised work of that type would not suffice. Local conditions differed widely in many of these matters and therefore adult literature is best produced in the individual States taking the principles of Dr. Laubach's attempts for guidance. So, the general opinion appeared to be that the production of literature in most part should be on the language basis in the original.

Basic Education and Spinning

SRI Y. VENKATA SUBBIAH, B.A., B.Ed.,
Deputy Inspector of Schools, Udayagiri, Nellore District.

Basic education has nearly a history of a decade and half behind it. Till recently it was entirely in the hands of non-official people. Year after year these workers in Basic Education meet at Annual Conferences, read glorious reports about the success of the scheme and try to discuss problems, such as Organisation of schools, Administration, Inspection, Training of teachers etc., taking it for granted that the scheme is psychologically sound. Now it is widely thought, at least by these workers, that the scheme has come to stay and the people at the helm of affairs, in due reverence to these workers, have directed the State Governments to implement the scheme with all speed. In spite of the directive, not many schools have been converted into Basic Schools for various reasons. The Minister of Education, Madras State, has recently made a statement in the Assembly that he is referring the question of Basic Education to an expert Committee. A very healthy step indeed. Educational systems cannot be changed overnight. They have to be built up slowly with the aid of ample experimentation and profuse research. Though the scheme has been there since the last 15 years, much has not been done and the system is just the same as it was in 1940 except that the self-sufficiency aspect was thrown into the background. The poor teacher is still without a guide book. The ambitious syllabus and the Technique of Basic Correlation continue to frighten him. The children have no suitable reading material.

The scheme with its stress on Crafts and the slogan 'Education through crafts' may appear to be in consonance with the latest educational principles of Learning by Doing, Play Way etc. Though it has been accepted in principle that any craft found suitable for a particular area, may be chosen, when it came to the matter of actual introduction of the scheme, only spinning has been selected as the fittest craft for each and every school and now Basic education means education through spinning.

Spinning might have won us Swaraj, and there may be something sacred about it and a great ideology behind it. But such things alone should not be our guide in choosing an activity for the education of our young children. If one can try to bring some psychological and biological truths to bear upon his selection he would throw away spinning as the most ill-suited activity for children, for the following reasons:

"The primary school period of children (7-12 years) is a period of growth. Neither the development of their senses nor the control and co-ordination of muscle is complete. The acuity of vision, the muscle sense and accuracy of movement are gradually improving. Their muscles cry out for exercise, their senses for experience. They need much of bodily doing" (Suson Isacks.) But unfortunately spinning cannot provide the much needed ample bodily movement. All the various processes of spinning, cleaning of cotton, ginning, slivering and spinning are all to be done sitting and sitting alone like a grand old lady. There is of course movement in carding. But it is quite a vigorous activity far beyond the physical capacities of many a child. Moreover, as laid down in the syllabus, the children should be at one of these processes for at least 2 to 3 hours in the 5 hours school day. Instead of creating activities for the healthy growth of the children we are only killing the exuberent energies of the child and cramping his growth under the name of National Education. The real activity that can be provided under the scheme is the few minutes sacitation work before the school work begins and the few minutes garden work in the evenings and some games and this is very meagre.

Again in all the various processes of spinning we are putting too much strain on the eyes of the young child, especially in asking him to spin fine yarn on a delicate takli or spindle. Spinning is but a co-ordination of the hand and the eye. The child out of fear for the teacher or out of

the competitive spirit, to produce more, may spin well. But we must not forget that all the while we are damaging his sight and straining his temper. Otherwise the child would have to pay a huge price later.

It is often said that the aim of Basic Education is not to train craftsmen but to turn out scientists who would try to know the why and the wherefore of each process. But such an attitude can be cultivated in the children only when they have sufficient interest in the work. When it is a dull and lifeless activity, it is futile to expect that the children would pry into each and every detail. "Left to themselves children of these years (7-12) are well-nigh tireless in physical activity—running, jumping, climbing, skipping, chasing, etc. Their natural impulses drive them to be doing so and this is their natural means of growth." When children's disposition is towards such energetic activities it is too much to expect that this dull activity of spinning would be attractive or interesting for children. The child would only do it most mechanically and consider the work as a drudgery and hard labour. Professor Gokhale has correctly said in his book 'Practical Education' that charka is not enough manual training because it is too mild and monotonous to suit the boy bursting with activity, who would rather break stones with greater relish.

For another reason also children cannot have any interest in spinning. Our interests draw nourishment from the environment. Naturally one has interest in things of his immediate surroundings and things that he comes into contact with in his daily experiences. But spinning as an industry has become almost extinct in many of the villages and the Indian child has become as foreign to spinning as an English or American child.

The Basic educationists say that the activity should be productive and purposeful lest it may be done carelessly. They believe, correctly too, that careless work can be never educative. But the question is, for whom shall the activity be purposeful or productive? Is it for the children or for their elders? Though the present scheme of education is criticised as not being child-centred, Basic Education is also committing the same mistake in the selection of the activity. The activity

should be purposeful for the children and it is they that should find it productive and not the educationists outside. If the child makes a paper toy or a marble of clay or a card board case or a mat of leaves he is doing it with a purpose and a definite end. The paper toys and marbles, he makes, for use in his play, the card board case for keeping his pencils, and the mat to sit on. Money value alone should not be the criterion in assessing an activity (for education) as productive or otherwise. Any activity which results in the production of a useful object is productive. The product should not be necessarily saleable to fetch us some money. It is sufficient if it is useful for the child and if it satisfies the child's desire to make something. After spinning for half an hour on the takli or charka the child is able to produce some yarn of little immediate use for him. We may consider that he has produced something useful, but the child considers it just the other way. In our eagerness to make education self-supporting we should not be forcing activities of our choice on the children. Forced activities are performed with little interest and can never be educative and all attempts of imparting education through activities will fail. Only mere crafts-men can be produced in the end, though the scheme claims not to do so.

Any activity done with interest and with a motive is purposeful. For a child with some special aptitude for spinning (rare they are) spinning may be a purposeful activity. For others who are not for it, spinning is an activity forced on them, a purposeless activity. Work to be educative should have first a plan, then consideration of the means, selection of material, execution of work and lastly appraisal of the finished product. Can we notice all these stages when the child takes up spinning? No. We prescribe that he should produce yarn, and he does it in all obedience. The activity has become a routine affair and he does it most mechanically. When every thing is prescribed what is the plan that the child can have every time he spins? What are the various materials out of which he has to choose, none but cotton and takli? When we make provision for a number of activities, the child chooses one that interests him and then alone would the necessity arise for the child to go through all the stages of educative work.

Lastly, in spinning the joy of work is conspicuous by its absence. "Motor activities bring pleasure only when they are finished and their result is visible." Completeness only gives the joy of creative activity. The joy that the child feels on completing a paper toy or a clay model after a few minutes work, cannot be derived even if he works for hours at spinning. He may spin for hours and see only his winder getting stouter with yarn, and after a few days make a hank of yarn.

That some sort of manual training is needed for the child for his healthy mental and physical growth is an undisputed fact. But it should not be forgotten that it is impossible to choose any one form of handicraft as providing the ideal training. Spinning alone, though it may be said to be involving a variety of processes, cannot give complete sense training. The Kher Committee formed in 1938, has clearly stated in its findings about Basic Education, that the activity should be of many kinds in the lower classes and later should lead to a Basic craft. But in the present scheme, as is in vogue now, no such provision has been made for the teaching of handicrafts other than spinning.

Having thus seen how ill-suited the Basic craft spinning is for the education of young children, we have to turn our attention to the subsidiary craft of gardening. It is decidedly far better an activity in all respects and many of the drawbacks that are to be noticed in spinning are not here. But before considering the utility of this activity we should see how far this

can be worked out in practice. One that has a little knowledge of the present day schools, will find that not one school in a 1000 has adequate facilities for gardening. Water facilities are very rare and many have no sufficient space. Before talking of gardening as a school activity steps should be taken to provide every school with a well and sufficient open space. Until this is done all talk of gardening is a waste of breath.

Leaving aside the craft part of the scheme, the other principles involved such as the community life, self-government of the school, sanitation work, nature strolls, excursions are really great ones that go a long way to develop civic sense, and to make the child an ideal citizen. So by substituting a variety of interesting activities, such as paper work, clay modelling, leaf plaiting, card board work in the lower classes and fret work, wood work, smithy, etc. in the higher classes, in the place of spinning, by making provision for ample bodily movement in the form of games, dances, mimicry and garden work where there is provision at least for an hour in the day by giving a definite shape to the Technique of Correlation, instead of vague exhortations that correlation should be done in the most natural way, by permitting formal Teaching of Language for developing literacy tastes, formal teaching of arithmetic for the necessary drill, and formal teaching of certain facts in History and Geography which cannot be done through correlation alone, the scheme may be made a success.

Await Early Release:

"WOES OF AN ILLITERATE"

[படியாதவர் படுமூடு]

Adult Education effort should be a National Movement

Minister's call to the educated classes.

The Third South Indian Adult Education Week, organised by the South Indian Adult Education Association with the co-operation of a number of sponsoring bodies and the Government of Madras State, was celebrated throughout the State from 8th to 12th November 1952 generally in accordance with the programme laid down by the Central Committee.

In the metropolis, the Week was inaugurated by the Hon'ble Dr. M. V. Krishna Rao, Minister for Education, in a pandal specially erected for the occasion in Swatantranagar, in Krishnampet Division, a colony of the Madras Municipal Corporation employees doing sanitary work, where the Association has been developing a Model Community Centre.

An Adult Education Exhibition was also held during the Week and made a success by the various Departments of Government and unofficial bodies participating in it. The many hand-made articles exhibited by the Women's Welfare Department elicited due appreciation from the members of the public who visited the Exhibition. As usual, the Arundale Adult Education Centre, Adyar, made its valuable contribution to the Exhibition, and the songs sung and short drama enacted by the girls of the Centre, depicting the woes of an illiterate, were found very interesting.

The importance of taking education to the masses was stressed by Dr. M. V. Krishna Rao, Minister for Education, when he inaugurated the Third South Indian Adult Education Week on November 8 at "Swatantra Nagar", Lloyds Road, Krishnampet, under the auspices of the South Indian Adult Education Association.

Mr. J. L. P. Roche-Victoria, Secretary of the Celebration Committee, welcoming the Minister, said that the aim of the South Indian Adult Education Association, started 12 years ago, was to spread literacy among the people. The object of the celebration was to draw up a programme of work which would enable them to achieve permanent results. He thanked the officers of the Education Department and the Collector of Madras for their co-operation in the celebration.

Mr. G. Harisavothama Rao said that with the help and encouragement from the State, the Adult Education movement would achieve success.

Education Minister's Speech

The Minister, speaking first in Telugu and later in English, said that it should be made a national movement and its success depended on the activity of the whole community, particularly of those who were educated and patriotic. The role of Government was to co-operate with them and

create facilities. Till recently the Madras Government, he said, had very little organised activity in the sphere of Adult Education. It was only since 1948 that some activity was seen. The Government of India, the Minister said, wanted the Madras Government to submit to them certain proposals and came forward with assistance in 1949. Since then the conditions improved a little. In May 1951 there were about 1200 Adult Literacy Centres. He was glad that at the present day the number was 2,400, of which 1,727 were run by private agencies. A limited number were run by Panchayats and District Boards and Municipalities and the Madras Corporation.

The Minister proceeding, said that the Adult Education scheme of the State provided for the formation of District Councils and local Social Education Committees. He was glad to find that some of the Colleges were coming forward to run Summer Camps for Social Service in which Adult Education work figured prominently. To achieve the objective of Adult Literacy on a mass scale, he said, the entire educated section of the community, official or non-official, should mobilise themselves to the task. In that sense they had to think not of one Education Week but of such a celebration throughout the year. The services of Elementary School Teachers could be utilised in every village

but over and above that he felt that every school, college and University institution and teachers and senior students should try to develop an Extension Department and an annexe to their activities which would take up this work. In that attempt, the Minister said that the Government would give encouragement and facilities. He also referred to the great interest evinced by the Chief Minister in the subject. As a practical man, he said, Rajaji had turned his great gifts of knowledge to this subject and produced some books in Tamil, considered suitable to promote Adult Literacy and Adult Education.

Mr. S. Airavatham, Publicity Secretary of the South Indian Adult Education Association and Assistant Editor of the "Adult Education Review," read messages wishing the celebration, success, received among others from the Union Education Minister, the Hon'ble Maulana Abul Kalam Azad, Mr. Amarnath Jha, President of the Indian Adult Education Society, Delhi, and from H. E. the Governor of Madras. (H. E. the Governor's message was published in full in the "Adult Education Review".)

Dr. R. K. S. Chetty's Message

The following letter dated 10th November 1952 and addressed to Sri T. J. R. Gopal, Organising Secretary, Third South Indian Adult Education Week, was received from Dr. R. K. Shanmukham Chetty, Vice-Chancellor, Annamalai University:—

Dear friend,

I am in receipt of your kind letter dated the 5th November 1952 and also the Brochure of the Third South Indian Adult Education Week. The programme that you have chalked out for the celebration is an interesting one. The Adult Education Movement is making rapid progress in our country, and I must congratulate you on the useful work that you are doing in this field. I wish your efforts all success.

The following telegram was received by the Organising Secretary, South Indian Adult Education Week, from Professor Humayun Kabir, Joint Secretary to the Government of India, Ministry of Education: "Wish you all success in your celebrations of the Adult Education Week".

Before the function terminated, Mr. G. Harisarvothama Rao referred to the death of Mr. K. Sanjiva Kamath, a well-wisher of the cause of Adult Education.

The gathering observed silence for a minute.

Mr. T. J. R. Gopal proposed a vote of thanks. He said arrangements had been made to celebrate the Week in a colony of poor people, Swatantranagar, because Adult Education aimed at improving the lot of the poor and infusing into them a sense of self-confidence and self-respect. The Adult Education worker should be able, when he was amidst *Thottis*, to identify himself with them in spirit. Otherwise, Adult Education, could not make headway.

Earlier, the Minister went round the Exhibition organised in connection with the celebration of the Week.

Women's Conference

The celebration, on 9th November '52, of the Week in Swatantranagar, Krishnampet Division, Madras, consisted of two functions: a conference of ladies devoted to the Adult Education, Mrs. T. N. Ramamurthy presiding; and a rally of students of the city organised by the Students Council, Sri T. Chengalvaroyan, the new Mayor presiding.

Mrs. R. Radha, lecturer in Queen Mary's College, Madras, and one of the three Joint Secretaries of the Third South Indian Adult Education Week Central Committee, requesting Mrs. T. N. Ramamurthy to take the chair and guide the celebrations, said that her devotion to the cause was a source of inspiration and encouragement to students of the Queen Mary's College, in maintaining an Adult Education Centre with unabated enthusiasm.

Mrs. T. N. Ramamurthy speaking in Tamil, said she was happy to take part in the Week celebration and preside over a meeting of lady workers. The celebration of the Week, so well arranged for in a colony of workers, was something like a festival. A more appropriate place could not have been chosen. The significance of the choice was that the low economic condition of the people of India was the greatest impediment to the progress of Adult Education as to every other nation-building endeavour. Poverty could be overcome only by self-effort on the part of the people themselves aided by the State in a suitable manner. A literate and educated adult could fight his battle of life better than his illiterate compeer. That was especially so with women. Adult Education was meant to find a way out of

misery. Lady students and teachers who took to Adult Education should do their work not as a hobby but as essential social service. Before the meeting commenced she saw a number of lady students of the Queen Mary's College visiting hut after hut with a view firstly to learning how the poor folk were living and secondly to persuading the poor women to come to the Women's Conference and seat themselves beside the educated women evincing a sense of equality. The poor women were found to be shy and afraid of mixing freely with women of the comparatively well-to-do classes. In course of time they would shed their fear and shyness, provided the lady students and teachers conducted themselves as genuine public servants and endeared themselves and made themselves welcome to the poor women folk. She recalled what Sri T. J. R. Gopal had said on the opening day of the Week and was particularly struck by his statement that when he worked for the *Tottis* (scavengers) and mixed with them freely he felt he was himself a *Totti* for a good and great public cause. Such should be the spirit animating the women workers in the cause of Adult Education, said Mrs. Ramamurthy, in conclusion.

Srimati Susila, B.A., L.T., teacher in the Gopalapuram High School for Girls, said: The Adult Education cause demanded more and more of work and less and less of talk. Tiruvalluvar Day, Kambar Day and such other celebrations were meant to remind the present generation of the priceless work done by the great men for the benefit of mankind and for all time. Similarly the Adult Education Week was meant to make the people alive to their social duties and responsibilities. Mass illiteracy, as Prime Minister Nehru had stressed, was one of the most formidable enemies of India. Those who took to nation-building work like Adult Education should shed their superiority complex. Spreading literacy among women was real investment in terms of fruitful national welfare, because in effect one woman made literate meant a whole family made literate. Mahatma Gandhi had attached much importance to Adult Education which, according to him, was Swaraj in terms of the masses. The Each-one-teach-one way, she said, was no slogan; it was the easiest and quickest way of spreading literacy among the adults.

Srimati K. Bhuvanewari, teacher, Besant Memorial High School, Adyar, said: It was an encouraging sign that the number of lady students and lady teachers finding time to do Adult Education work was increasing, and also there was more steadiness to be seen. Social Service was its own reward. Those who worked for others also worked for their own betterment. One should do his duty regardless of fruit. God alone could order the extent and quality of the result. The very name Swatantranagar delighted her (the speaker); it reminded them of the fact that they were a free people now. Could it be said that the poor people living in Swatantranagar were conscious of their strength as a free people? Adult Education was meant to make them realise their infinite strength as a nation.

Sri Tiruvenkatachari, speaking in Telugu, said: What had been done in the field of Adult Education hitherto was very little when compared to what remained yet to be done. The task was colossal and called for all-community effort.

Mrs. Saraswati Srinivasan made a humorous speech in Tamil recalling instances where the literate had been worsted by the cunning illiterate. A certain person who wanted to go to Tanjore got into a train at Egmore, with a ticket for Tambaram. He endeared himself to an illiterate passenger bound for and possessing a ticket for Tanjore. On the pretext of getting to know the distance and fare, the educated cheat gave his Tambaram ticket to the illiterate passenger, taking in exchange the ticket for Tanjore, and then went to another carriage and made himself safe in a corner. When ticket-checking took place at Chingleput, the illiterate passenger discovered how he had been cheated. The first General Election held in India under her Republican constitution revealed the extent as well as the danger of mass illiteracy. It should be the aim of one and all engaged in Adult Education work to very much minimise the use of symbols, if not altogether eliminate it, at the second General Election.

Srimati Jayalakshmi and Srimati Kalayani, students of the Queen Mary's College, said that the work of spreading literacy among poor women living in concentrations of huts was interesting; it was educative as much to the teachers as it was to the learners; it called for unflinching earnestness and sustained enthusiasm.

Saraswati, teacher in Queen Mary's College, recalled what poet Bharati had said and observed that there was no charity which was superior to that of imparting education. The Government had fixed the age limits of 14 to 40 for adults for the purpose of grant-in-aid calculations; but workers in the field could tackle also adults over 40 years of age without fear of any serious opposition from the Government. The value of making women literate could not be over-estimated: they would play a vital part in character-building of children, brothers and husbands.

Srimati Lakshmi of the Lady Willingdon College described the working of the Adult Literacy Centre attached to the College, from 1 to 2 P.M.

It was felt that the womenfolk of Swatantranagar who formed a good part of the audience had not followed most of the speeches which were in Tamil, and that it would be desirable to have some one speak to them in Telugu, their mother-tongue, and give them a gist of the speeches made. Sri Hari Adishesuvu, M.S.C., Assistant Professor of Chemistry, Presidency College, Madras, was requested to address them. He said: I must thank my friends Sr. T. J. R. Gopal and Sri P. S. Krishnaswamy for having given me the opportunity to address this gathering of ladies. Real improvement in your lot can be achieved only by your own efforts. The effort to improve you by any Social Service organisation or Department of Government cannot succeed unless you are yourselves bent upon improvement. I believe you have such determination. All of you must make a common effort if literacy is to be achieved, and you must realise that without becoming literate you cannot live a full and fruitful life. Knowledge is power. The process of becoming a literate may appear to be rather slow. That should not dishearten you. Make a beginning with confidence in yourself. If you do not have any writing materials, start in the old traditional way of writing with a finger on ash laid ground. Make a beginning, and a beginning well made is work half done. Aged women, though illiterate, have knowledge gathered from life, and know many traditional songs long committed to memory. You have a number of songs, each suited to an occasion, viz., marriage, sending a girl away with her

husband, and rocking the cradle to lull a baby to sleep. All of those songs give you a mental picture and teach you all that is good and to avoid what all is bad. That is what we require. Knowledge can be acquired in many ways, reading, writing, thinking, hearing, seeing, touching, smelling, etc. Hearing is one of the accepted forms in our country, and it is the easiest way of acquiring knowledge. You can straightaway begin acquiring knowledge by singing and hearing folk songs, and thereby create an atmosphere for Social Education. Then, with the help of the South Indian Adult Education Association and the lady social workers assembled here, you can take to the other ways of acquiring knowledge.

The President, Mrs. Ramamurthy, in her closing speech in English, expressed her satisfaction at the earnestness evinced by the lady workers for Social Service. Adult Education called for patient and sustained endeavour by persons devoted to the cause. There was immense scope for Social Service and need for any number of workers. She hoped that Adult Literacy would have made considerable headway by the time the second General Election came to be held.

Mrs. Ramamurthy's speech was translated into Telugu by Sri Obulu Reddy, Law College student, and Secretary of the Madras City Students Council.

Mrs. R. Radha proposed a vote of thanks.

Madras Students Rally.

A rally of College students was held in Swatantranagar under the auspices of the Madras City Students Council, in connection with the Third South Indian Adult Education Week. Sri T. Chengalvarayan, the new Mayor of Madras, presiding, Sri B. V. Narayanaswamy Naidu, former Vice-Chancellor of the Annamalai University and now a member of the Tariff Commission, addressed the gathering on the 'Role of Students in Adult Education.'

Sri P. V. Veeraragavan, Student President of the City Students' Council, welcoming the Mayor and Sri B. V. N. Naidu, said, that the Council had been brought into being only a few days since, and its object was to work for Adult Education and render other forms of Social Service. It was their hope that they could make considerable headway under the guidance of the new Mayor for whom students in general entertained great regard.

Sri P. Obulu Reddy, Secretary, City Students Council said: The Council was formed only on 29-10-52 and so within the brief spell of its existence, all the Colleges could not be visited and the students mobilised. We are hoping to be able, and determined, to secure a good number of student workers. There is much enthusiasm among the students for Social Service in general. It would be the aim of the Council to canalise such enthusiasm for the Adult Education cause. There was a feeling in the public mind that Social Service organisations were all on paper, and did not mean much in terms of work. The Students Council would strive to prove that that feeling was not justified at any rate where students were concerned. I appeal to my fellow students to realise that adult literacy work is a social duty, not charity. I have heard people complain that sufficient co-operation is not forthcoming from the adult illiterates. If students approached the adult illiterates in a comradely and endearing spirit the latter would respond most enthusiastically. You cannot win over the adults by giving them tea or chocolates. Students should take to Adult Literacy work in a spirit of sacrifice.

Addressing the gathering first in Tamil and then in English, Sri T. Chengalvaroyan said the secret of success in Adult Education as in every other sphere of Social Service lay in the educated workers getting down to the level of the illiterate adults and impressing the latter with the earnestness of purpose behind the endeavour. It should be the aim of the Adult Educationist to establish and maintain contact with every individual adult learner. The role of Adult Education in a developing democratic order was patent and needed no emphasis before an audience of Social Service enthusiasts. It was gratifying to find students taking to Adult Education work. They could indeed work out a Revolution if they organised themselves. He would have at least 5,000 of them volunteer to serve the cause of literacy. Substantial results in terms of permanent literacy could be achieved even within one year.

As the Mayor had to go away to fulfil another engagement he requested Sri K. S. Ramaswamy Sastri to take the Chair and conduct the rest of the proceedings.

In the course of his lecture on the "Role of Students in Adult Education" Sri B. V. Narayanaswamy Naidu said that students

were specially fitted for the work, with their fresh minds and natural enthusiasm. Poverty was the root cause of every kind of backwardness, degradation and stagnation in India, as elsewhere. Adult or mass illiteracy was only one aspect of the general backwardness of the Indian people. Such mass illiteracy and ignorance was incompatible with a growing democracy. In India, the process of democratic development had been made especially dynamic by the introduction of adult franchise. Where more than 80 per cent of the adults were illiterate, adult franchise was fraught with serious consequences. Hence it was wrong for the educated classes to keep quiet and take complacent view and allow drift; they should start "educating the masters" and make them fit for democracy. Students of Madras City had an excellent opportunity for doing fruitful national service. Adult Education was the most effective nation-building process; it was urgently needed and must be quickly carried out.

Then the gathering was addressed by Sri K. S. Ramaswamy Sastri, Mr. J. L. P. Roche-Victoria, M.L.A., Mrs. Radha. Sri M. R. Perumal, Adult Education Officer, Tamil Nad, Sri T. J. R. Gopal, Kavisekhara Viswanatha Narasimham Pantulu Garu and Sri Gopala Krishnamurty.

Finance Minister's Appeal to Students

Mr. C. Subramaniam, Finance Minister, stressed the great part that students could play in promoting adult literacy. He was speaking at a public meeting held to observe the South Indian Adult Education Week under the auspices of the City Central Committee in the Muthialpet High School compound, Thambu Chetty Street. Mr. J.L.P. Roche-Victoria presided.

Mr. C. Vivekanandamurti, Collector and President of the Madras District Adult Education Committee, extended a welcome to the Minister. He said that the various organisations engaged in Adult Education work should co-ordinate their activities.

Mr. Roche-Victoria requested that necessary finance might be made available by the Government for this important work.

Mr. Subramaniam recalled that he was himself associated with Adult Education work in the Coimbatore District and knew how stupendous the task was. Mere

A Central Committee Formed for Malabar

A Central Committee was formed under the auspices of the All-Malabar Adult Education Workers Association, Kozhikode, for celebrating the Third South Indian Adult Education Week with Sri P. Govinda Menon, B.A., B.L., as President, Srimati A. V. Kuttimalu Amma and Sri A. Karunakara Menon, B.A., B.L., as Vice-Presidents, Sri K. C. Madhava Kurup and Sri M. Krishnan Kutty Nair as Joint Secretaries, and with the following persons as members: Sri K. Kutty Krishnan Nair, Mr. C. M. Imbichi Mammoo, Mr. C. H. Mohamed Koya, Sri P. Narayanan Nair, Sri K. N. Kurup, Mrs. Chandran, B.A., L.T., Miss V. Parukutty, B.A., B.T., Sri K. V. Gopala Menon, B.A., B.L., Srimati V. V. Lakshmi, B.A., L.T., Sri Kunchu Kaimal, D. E. O., Central Malabar, Sri Govinda Menon, B.A., L.T., Miss Frank, B.A., L.T., Miss P. C. Dalal, Sri R. V. Kamath, Commissioner, Kozhikode Municipal Council, and Mr. Assan Koya.

The Week was inaugurated by Rao Bahadur K. V. Suryanarayana Aiyar, B.A., B.L., at a public meeting held in the B. E. M. Girls High School, Kozhikode, at 8-30 a.m. on 8-11-52, Sri K. Madhava Menon, former Minister of Education, Madras State, presiding. Sri M. Krishnan Kutty Nair (Secretary) welcomed the audience on behalf of the All-Malabar Adult Education Workers Association. Kumari V. Parukutty, B.A., B.L., delivered a lecture on the importance of Adult Education. Adult Education trained women teachers sang a number of Adult Education propaganda songs. Processions were taken out from various schools with placards and slogans.

Government help would not yield the necessary results. Unless they generated the necessary interest and enthusiasm in the people and got their support in a full measure they could not hope to achieve success in the movement. Celebration of these Weeks, he said, would draw the attention of the public to the importance of such movements and the need for their co-operation.

The Finance Minister suggested that students, besides engaging themselves in

Mr. Suryanarayana Aiyar explained the significance of the Week and spoke about the work being done in a sustained way by the S. I. A. E. A. and the A. M. A. E. W. A.

Sri Madhava Menon recalled what had been done for Adult Education while he was Minister and felt happy to continue his association with the work. Adult Education, he said, was necessary at any rate to enable the voters to exercise their franchise intelligently.

Sri K. V. Gopala Menon, B.A., B.L., proposed a vote of thanks.

The Kozhikode Municipal Council opened a new Adult Education Centre at Bilathikulam

Conference of Workers held at Bellary

A conference of Adult Education workers was held in the Municipal High School, Bellary, from 9 a.m. to 12-30 p.m. on 9-11-'52, Sri P. Ramananda Rao, M.A., L.T., Principal, Veerasiva College, Bellary, presiding.

A large number of resolutions were adopted.

The first Resolution moved by Sri D. Venugopalachar and seconded by Mr. L. C. Richard, Municipal Commissioner, requested the Government of Madras to place the Adult Education Training School at Bellary on a permanent basis so that batches of men and women can be continuously trained in alternate shifts in this institution for this urgent nation-building work, since there was urgent need for an army of trained teachers, both men and women, for undertaking the Adult Literacy and Adult Education Drive in the District.

social service, might concentrate their attention on spreading literacy in their villages during the vacation. He also mentioned that it was desirable to make it compulsory that students aspiring for a University Degree should have done work in the field of liquidation of illiteracy.

Mr. A. K. A. Sarma and Rev. Fr. S. S. Netto also addressed the gathering.

Mr. A. Tirugnanasambandam, Secretary of the Madras City Adult Education Committee, proposed a vote of thanks.

2. The second resolution moved by Sri Venkanna and seconded by Sri P. Venkateshachar reads:—Where the District Adult Education Committee is unable to meet the full emoluments of trained teachers working in the Adult Education Centres in the district this Conference earnestly requests the Government of Madras to permit the Local Bodies like the District Board, the Municipalities and the Panchayats, in whose jurisdiction these Adult Education Centres exist, to meet the balance of those emoluments till such time as the schools in which these teachers are working get officially recognised.

3. The third resolution moved by Sri-mathi Balambal and seconded by Sri S. Hanumanthappa reads:—In the interests of efficiency and progress of Adult Education in the State, this Conference requests the Department of Education, Madras, to give school teachers working in Adult Education schools some relief at least from their regular school work by relieving them of this work in the last working period of either the morning or the afternoon session of their schools.

4. The fourth resolution moved by Sri L. C. Richard and seconded by Sri K. Sankaraya reads:—This Conference requests the Government of Madras to give preference to the newly turned out literates from the Adult Education Centres in the State when making appointments to posts for which they are fit, and to give the necessary instructions to this effect to the various Employment Exchanges in the State.

5. The fifth resolution moved by Sri S. Srinivasa Rao and seconded by Sri L. C. Richard reads:—Where the teachers working in Adult Education Centres have themselves prepared useful Teaching Aids such as Charts, Books etc., in the various regional languages of the district, this Conference earnestly requests the District Adult Education Committee, Bellary, to arrange for the printing and publication of these and for their free distribution to all the Adult Education Centres under their jurisdiction.

6. The sixth resolution moved by Sri Lazarus and seconded by Sri P. Ramanand Rao reads:—In order to facilitate the rapid and efficient spread of Adult Literacy and Social Education in the district, this Conference requests the District Adult Education Committee, Bellary, to purchase

immediately for the use of all the Adult Education Centres under their jurisdiction a 16 mm. Sound Film Projector and a Film Strip Projector and also to make available to them in course of time other audiovisual apparatus such as a Sound Amplifier and Gramophone, a Radio set, an Epidiascope, a Tape Sound Recorder etc.

7. The seventh resolution moved by Sri S. Hanumanthappa and seconded by Sri S. Srinivasa Rao reads:—This Conference requests the Government of Madras to increase the emoluments of the trained Adult Education Teachers from Rs. 16 to Rs. 20 per month and of the untrained Adult Education Teachers from Rs. 12 to Rs. 16 per month.

8. The eighth resolution moved by Sri D. H. Venkoba Rao and seconded by Sri K. Sankaraya reads:—This Conference, while conveying its grateful thanks to the Government of Madras for making a suitable provision in the budget for the spread of Adult Literacy and Education in the State, respectfully urges upon it the need for further augmenting the allotment under this head.

Grand Celebrations in Chirala

At the instance of the Municipal Commissioner, Chirala, a public meeting was held on 26-9-1952 at 5 p.m. in the Municipal Girls High School, Chirala, for the purpose of forming an Adult Education Committee in the town. At that meeting a Committee was formed with Dr. T. Rama Rao, M.A., Ph.D., Principal, V.R.S. College, Chirala, as President, and Sri Tadavarthi Basavayya, B.A., a prominent merchant of the town as Vice-President and Sri S. V. Jagga Rao, B.A., Municipal Commissioner, as Secretary and Sri Y. Vyasakumar, B.A., B.Ed., Senior Deputy Inspector of Schools, Chirala Range, as Joint Secretary and with 19 members, both officials and non-officials, including businessmen, medical practitioners, Municipal Councillors and heads of educational institutions etc., The Committee evinced much interest in the movement for the propagation of Adult Literacy.

2. On the receipt of Government Memorandum No. 42455-H. 52-2 D/20-10-52, the Committee resolved to celebrate the Third Adult Education Week from 8-11-52 to 12-11-52 (both days inclusive) and to open Literacy Centres at three important places

where illiterate adults are larger in number. A busy programme was drawn up and the Committee followed the programme meticulously for the five days and created a stir in the town by arranging lectures by eminent persons and also by processions of school children with teachers of both Municipal and Aided Schools Elementary and Secondary and also with the professors and students of the local College. The procession made the people, especially the illiterate adults, enquire as to why it was arranged. This had a very good propaganda value. The slogans exhibited on placards and the sweet music of the school band attracted many and the purpose of the profession was well served. Eminent educationists and experienced administrators addressed huge gatherings at the Municipal Girls High Schools, and made an indelible impression on the minds of the public regarding the necessity and value of Adult Education in these days of Democracy, when every person is given vote to exercise periodically, freely and secretly. All the speakers showed their anxiety to see that the present system of symbols for the elections of their representatives at general elections should be put an end to and that every voter should be in a position to read and write by the next elections at least. Flags were sold in all schools and collections were made by Hundi boxes to meet expenses for the celebrations of the Week. An appeal was sent to the Municipal Council for liberal contribution.

Three centres were opened, one at Reddipalem, another at the United X Ray Clinic and the third at Gangamma Temple. All possible steps are being taken to create interest in the public and to run these institutions continuously and efficiently.

In this connection, it may not be out of place to state that the valuable lectures given by Sri Jagarlamudi Kuppuswamy Chowdary, ex-District Board President, Guntur, and a prominent land-lord of the District and Sri Adusumalli Srinivasarao, of Vetapalem, an enthusiastic worker in Adult Education, Sri Akkala Kotayya, the popular leader of hand-loom weavers and eminent Educationists such as Dr. T. Rama Rao, M.A., Ph.D., Principal, V.R.S. College,

Chirala, Sri S. Srinivasa Rao, B.A., L.T., Headmaster, N.R.P. Municipal High School, Chirala, Sri R. Ramachandra Rao, Headmaster, Municipal Middle School, Peerala, Sri Y. V. Vyasakumar., B.A., Bed., Senior Deputy Inspector of Schools, Chirala, Sri T. Basavayya B.A., Sri U. Upendra Gupta, ex-President, Panchayat Board, Chirala, and Dr. C. R. Vijayakumari., B.A., M.B.B.S., Civil Assistant Surgeon, Government Hospital, Chirala, had their desired effect. Sri Solasa Bapanayya Sresty., B.A., B.L., Rajahmundry, Sri Sundara Reddy., B.A., Sahitya Ratna, Hindi Professor, Andhra University and Sri Draksharam Brahmanandam, also spoke at the meetings. On the last day Srimati Vutukuri Lakshmikanthamma of Bapatia, the well-known Telugu orator, writer and poet gave a valedictory address, and an appeal to the huge gathering of ladies, exhorting them to take the initiative in the matter of educating their children and the illiterate adults.

Throughout the Week dramatic performances, variety entertainments and fancy dress shows were arranged. They attracted both men and women and children. Medals were given to best actors.

Thus the whole Week was a gala time in the town and created very good impression on the minds of the people in the matter of propagation of Adult Education.

Celebration in Usilampatti

The Third South Indian Adult Education Week was inaugurated by the local Deputy Tahsildar, in Usilampatti, in the local C. S. M. Girls High School. Also an Exhibition was held. Variety entertainments and propaganda meetings were held in the same premises. Sri V. Muthu M.L.A. presided over the functions. Arrangements for the celebration of the Week were made by a local Committee formed for the purpose, the Deputy Inspector of Schools, Usilampatti, playing his part.

Reports of celebrations of the Week have been received from Ulundai, Viswanathakuppam and Vayalur in Trivellore Taluk, Chingleput District, and Vellichai village in Chingleput District.

"I am an adult, he is my teacher"

Rajaji's Tribute to Sri T. J. R. Gopal

An epitome of Social Service activities in Madras State was provided by means of an Exhibition held in "Raj Bhavan," Guindy, Madras on 8th October 1952, to enable our Prime Minister, Pandit Jawaharlal Nehru, to have, so to say, a collective and consolidated view of the same, says a *Ramnarayan* report. The Asoka Society, Madras, was one of the many organisations represented at the Exhibition. An Adult Education class was conducted at the Society's stall. Mr. T. J. R. Gopal, Organising Secretary, South Indian Adult Education Association, Madras, was present when Rajaji visited the stall. A keen observer and able judge of men and movements, Rajaji knows that young Mr. Gopal has played an effective part in developing the Adult Education movement in South India. Although about twelve years have passed since they met, Rajaji recognised and hailed the mascot of the movement: "Gopal! I am happy to see you." "Turning aside to Mr. C. Subrahmanyam, Minister for Finance and Food, and others, and addressing all, Rajaji said: "I am an adult. Gopal is my teacher". It was a well deserved and just tribute paid with characteristic and telling humour to one whose silent and steady work is the cause for more than three thousand Adult Literacy Classes and Adult Education Centres being conducted today covering the entire Madras State.

Mr. T. Neelakantan, as Secretary of the Asoka Society, has been maintaining at his own cost and for some years now an Adult Education Centre where regular classes are being conducted to make adult illiterates literate and semi-literates fully literate and he gives talks on various

topics of immediate practical interest to adults of the poor strata. Mr. Neelakantan is also a member of the Executive Committee of the South Indian Adult Education Association. He had the privilege of meeting at the stall the Prime Minister of India and the Chief Minister and communing with them spiritually, so to say.

"Raj Bhavan" presented a festive appearance with a number of stalls assigned to various Social Service agencies and a large number of people moving about in the spacious lawns and gathering information about the activities of the agencies represented thereat. The Hon. Sri C. Rajagopalachari, the Hon. Sri K. Venkataswami Naidu, the Hon. Sri C. Subramaniam, Sri J. L. P. Roche-Victoria, M.L.A., Sri V. Bhashyam Aiyangar, and others visited the stall occupied by the Asoka Society and the activities of the Society were explained to them. The Hon. Sri Rajagopalachari evinced keen interest and read the Laubach chart displayed at the stall. At about 6-15 p.m. the Hon. Sri Jawaharlal Nehru accompanied by Mrs. M. N. Clubwala and others visited the stall and he was garlanded by Mr. T. Neelakantan, the Founder-Secretary of the Society. The activities of the Society were explained to him. The adult pupils of the Society's Adult Night School, who were present at the stall, valued very much the opportunity of having a look at the Hon. Sri Jawaharlal Nehru at very close quarters. After going through the rest of the stalls Sri Nehru addressed the whole audience from the Stone House in the centre of the lawns emphasising the importance of human approach in Social Service. With the singing of "Jana Gana Mana" the meeting terminated.