

SCHOOLS WITH A MESSAGE IN INDIA

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Schools with a message in India by Daniel Johnson Fleming

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DANIEL JOHNSON FLEMING

**SCHOOLS WITH A
MESSAGE IN INDIA**

PLATE I



A VILLAGE DAY SCHOOL—A TREE FOR SHELTER

SCHOOLS WITH A MESSAGE IN INDIA

BY

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WITH NUMEROUS ILLUSTRATIONS

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PREFACE

THE foreign mission boards of Great Britain and North America recently sent to India a strong commission under the chairmanship of Principal A. G. Fraser. The report of the commission, published in October 1920, under the title 'Village Education in India,' has been recognized by the highest authorities as furnishing valuable guidance not only to the missionary societies, but to all interested in the education of the villages of India. Professor D. J. Fleming was a member of the commission, and in the course of its investigations he gathered personally a large amount of material relating to the work of the different schools that were visited. The present volume contains a selection from that material. While, as Professor Fleming points out, it is published on his own responsibility and not with the authority of the commission, it is an important supplement to the report, supplying a body of concrete experience which illustrates the arguments and conclusions of the commission. The schools here described are selected from among the best in India. They cannot be regarded as typical of Indian educational institutions as a whole. But in describing some of the best work that is being done, Professor Fleming's volume shows what may be achieved under actual Indian conditions, and furnishes valuable guidance as to the principles and methods which have in practice proved most fruitful and rewarding. It will be cordially welcomed by those engaged in the work of education in India, and by many at home who will find in it fresh evidence of the noble work that is being done for the redemption and upbuilding of human life in India.

J. H. OLDHAM.

2, EATON GATE, LONDON, S.W.
January 1921.

AUTHOR'S PREFACE

It was the author's privilege to be the American representative on the Commission on Village Education in India, which was sent abroad by the combined missionary societies of Great Britain and North America during the year ending June 1920. Representative committees in every large area in India directed the commission to what was considered the most significant elementary educational work of their area. This gave a unique opportunity for seeing schools likely to contribute to the advance of educational thought and practice. It would be impossible within the limits of a single volume satisfactorily to describe all these schools. Much fine work is not even mentioned. Hence the attempt has been made to describe certain types of progressive schools. For the selection of these schools, and judgements expressed upon their work, the commission can in no way be held responsible. These chapters represent an individual effort to make available material which would naturally be out of place in an official report.

In the chapters which follow, twelve types of schools are treated. The first six describe various vocational or industrial schools. The first three are types for boys—the factory school, the modified-apprentice school, and the vocational middle school. The second three are for girls and women—the 'family system' for keeping them close to conditions and duties they must meet in their future homes, a commonwealth for girls, and an industrial institution for women. Next follow three miscellaneous types—education without literacy, an emphasis on literacy in the great book of nature, and schools which stand out for their success in training for citizenship. Since it is important that indigenous efforts in education should be understood and appreciated, the last three chapters describe various Indian educational experiments.

It is not supposed that these schools will present entirely new types to a modern educationist. For him their interest will lie in the way certain familiar principles and methods have been embodied amid conditions very different from those that obtain in the West. Some of these schools, however, reveal a degree of socialization that will surprise readers unfamiliar with the solidarity of community life in the Orient. In the individualistic West greater effort is required than in the East to obtain a thoroughly socialized school life. For the general reader and person preparing for work in India, the description of these schools may also widen the conception of the challenging range and magnitude of the educational problems and opportunities in an Oriental land. For those actually at work in India, where the means for the interchange of educational experience is as yet inadequate, it is hoped that a perusal of these outstanding educational experiments may prove helpful.

The author wishes to express his indebtedness to Miss G. A. Gollock for seeing this volume through the Press.

D. J. F.

NEW YORK.

January 1921.

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