

FOURTEEN EXPERIMENTS IN RURAL EDUCATION

Some Indian Schools where new methods are being tested

DESCRIBED BY VARIOUS WRITERS

AND

EDITED BY

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WITH INTRODUCTION BY

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IN
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HOW WE LEARN

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SHAPING THEIR FUTURE WITH SAW AND PLANE

FOREWORD

THIS book is presented by the National Christian Council as a sequel to the two books, *Village Education in India* and *Schools With a Message*, which were published, the former by the Commission on Village Education and the latter by Dr. D. J. Fleming, in 1920 and 1921, respectively. The present volume may be regarded as first-fruits of the harvest whose seed was sown during the visit of the Commission. Those who compare the first book with the last will realise that appreciable progress has been made in the seven years that have elapsed, and will look forward with hope and expectation to the development which the next seven years may show.

Emphasis should be laid upon the *experimental* nature of the present volume. Of the schools that are described only a very few have behind them a record of actual achievement. It has been the purpose of the Editor to avoid, as far as possible, the ground covered in *Schools With a Message*; only two institutions described in the former book have been included in this, and these two were chosen because of their development along certain specialised lines.

The motive for publishing this book has been the idea of furnishing a clearing house where a number of experiments can be brought together and viewed in the very process of the making. Many of us believe that a process is of greater interest than a finished product—that a voyage of discovery is worth more to mankind than a safe harbour. Those who are themselves experimenting may, through these records, learn from both the successes and mistakes

of fellow-experimenters. Those who are still 'sitting among the sheepfolds' may perhaps be stimulated to dissatisfaction with the present, and may be induced to join the company of seekers and adventurers. If so, it will be good for the future of India's villages.

The 'Fourteen Experiments' here described make no claim to being the only, or even the best, examples of the new type of education. They are chosen as typical samples of what is being attempted in many out-of-the-way corners of India.

Perhaps it may not be amiss once again to call attention to the truth, so clearly stated by Dr. Fleming on pp. 9 and 10 of *Village Education*—the fact that the somewhat technical forms of education dealt with in the following pages are not a thing apart from the Christian message; that they are, on the other hand, the very expression of the Spirit of Him who came 'that they might have life more abundantly.'

The Editor wishes to express thanks to all those whose contributions have made possible the publication of this book.

A.B.V.D.

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