

NEWS AND NOTES

IN MEMORIAM

On behalf of the Faculty, the Staff and Students of the Tata Institute of Social Sciences, Bombay, I wish to pay our tribute to the memory of Miss Porochisti Fardoonji Ginwala, who joined the Institute as one of its earliest students. The Institute heard with deep sorrow of her sad and untimely death at a young age of 28 years.

Miss Porochisti, shy, unassuming and extremely sincere, was with us not only to prepare for a vocation, but to serve the country and its poor people whom she loved so much. Outwardly, her shy habits and mild temperament gave her the appearance of a passive young person, brought up in the luxury of a rich family. But during her studies and her work, she showed a remarkable enthusiasm, energy and above all, perseverance, which made her study every subject with keenness and love for knowledge.

Miss Porochisti was primarily interested in "others", and she possessed that unique basic qualification for "service", because her 'self' was not evident in anything she did or wanted to do. Gentle, kind, and playful, she easily became the object of respect and affection at the play-centres and the nursery schools. She was devoted to the Nursery School idea, because she not only loved children, but felt that happiness and right training was their first need if they were to be useful and creative citizens in the future. Therefore, she laboured for them, irrespective of their class, caste and creed, and her most valuable work was that among the children of the aborigines.

She was ever willing and ready to work for any cause which appealed to her sensitive nature or her refined imagination. An

excellent organiser, her co-operation was a contribution to the success of anything for which she worked.

Though meek, humble and shy, she possessed that dignity of personality and ability for self-assertion which marked her out as a person born for right leadership, where the ideal was fundamental and had to be served with unswerving loyalty. Her quiet self-confidence and hard work compelled obedience on the part of those who appeared to be stronger and better.

She was a member of the smallest class the Institute ever had. It was a small group of idealists who have all made a mark in life, achieved great results because of team work and unity of purpose and spirit.

Miss Porochisti was one of the main architects of that worthy and fine purposiveness of the group to which she belonged. Friendly, genial and humorous, she was a good and true sister to everyone in the class. Her idealism was contagious and the team prepared itself wholeheartedly to serve their country.

The death of Miss Porochisti is a great loss to the world of social service. She leaves behind a chapter in the history of the Institute, and she will be remembered for long by those who had the good fortune to teach her, to work with her, and share the light of the spirit which shall always shine, though she is no more with us.

May the work she has left behind be continued and may it remain long to perpetuate the spirit of service which permeated her personality and her entire being!

FOR EVERY CHILD A HEALTHY PERSONALITY

The 1950 White House Conference brought together 5,500 Americans from Alaska to Florida and from California to Maine. With them were 300 foreign observers from 37 countries. It was exciting to realise that all of those busy people from all groups in the community and a great variety of professions had gathered together to discuss what needed to be done to secure the right of every child to a healthy personality.

The mechanics by which this vast number of people became a friendly, cooperative group was an interesting phenomenon to observe. The mechanics were by no means simple. A full day was given to the registration of delegates and the meetings thereafter were in a variety of forms: plenary sessions, work groups, panel sessions, and film showings with discussion. Meetings began with amazing promptness and the devices of work groups and panel discussions divided the large assembly into small groups in which there was lively discussion and very extensive participation where the result of the two years preparatory work was clearly evident.

The Conference had seven general or plenary sessions which were attended by the entire Conference and where we listened to addresses of both an informational and inspirational nature. At one such meeting, President Truman made a "report to the nation" speech which has had wide publicity. For this occasion, the batteries of polices, movie and television cameras and photographers added a good deal of excitement to the occasion.

Early in the meeting one speaker defined what we meant by the healthy personality which the Conference was seeking for all children. A person with a healthy personality was described as one who is free to operate at nearly peak physical and mental capacity,

one who can open his mind and heart to warm relationships with others, one who knows he must produce his own passport to success, one who can meet defeat with equanimity, and one who stands for the ways of peace.

At another general session, one of the main speakers was Dr. Benjamin Spock, whose contribution to the Conference was an outstanding one. In his address he discussed what we know today about the development of healthy personality for children and youth. He urged that we speak up with conviction about those factors which contribute to healthy personality and that we support our beliefs with valid research and controlled experiments. He paid a good deal of attention to the significance of the role of the family in sound development of children, and felt we had a responsibility to allay the anxiety of parents which arises mainly from their inexperience and their doubts about their capacities as parents in the light of so much scientific speaking and writing about the need of children. The importance of glamorizing the role of parents seemed important to Dr. Spock, whose warmth and conviction in discussing the place of children in society was a forceful reminder of his own contribution towards the building of confidence in parents.

In his address to a general session, Dr. Leonard Mayo, well known to us as President of the Child Welfare League of America, spoke about the ways in which we should be putting our present knowledge about healthy personality to work for the benefit of our children. Speaking of the various practitioners in the Children's field, Dr. Mayo described their problem as being one of applying as a whole the research that comes to him in segments. He re-emphasized what most of us already accept; namely,

that what we feel about people determines what we do with the knowledge we have about them. He felt there should be much greater emphasis placed upon the recruitment into the professions dealing with children of people who are concerned about children and that we must bring a greater understanding of people to all professional groups. As an example he said that even now in some hospital clinics, doctors have more knowledge of diseases than of people, yet they cannot successfully treat the disease because they disregard the individual who has it.

In a Conference panel on changing patterns in child-family-community relationships, an impressive group, including a sociologist, an educator, and a home economist, had an excellent discussion on the effect of our modern society upon parent-child relationships. Strain on family life today was thought to be in large part due to the fact that the family has become the victim of our social institutions and is expected to make all of the adjustments to those institutions. In the transfer from rural to urban ways of life during the last few generations, three converging trends were noted which have had notable effects on family life. The first of these trends is that the local community which formerly provided the basic needs of its members has broken down in the face of large-scale urbanization. Now the thin walls of a city apartment building separate strangers. The primary relationships which formerly existed among members of the community have been replaced by secondary relationships between specialised groups such as employer-employee and patient-doctor. As a result, the deep seated human need of primary relationships must be met almost entirely by the family group.

A second trend has shifted the family from its position of making a living to one of earning a living. Various family functions

have thus been taken from the family and put into impersonal community organizations. The family's most important function has now become that of an emotional hot-house.

Thirdly, families have changed structurally from large communal groups to tiny units. Most significant of this trend is the reduction of the number of parents which a child has from own parents, grandparents, and sometimes great grandparents, to just a mother and father. The security which the child formerly had in the large group is now concentrated in two adults and is therefore much more easily wrecked. These trends were thought to bring about many of the problems current in family life today and hence it is important to help families face some of these difficulties of which they are the victims.

In her presentation at this panel, Charlotte Towle described the present dilemma as one in which people were trying to learn to live in an interdependent society with a background in which dependency in the social sense had never been acceptable. Like a number of other speakers, she pointed up the fact that in America dependency in people was acceptable where it was created "through no fault of their own", but much less acceptable where it involved social difficulty for which the individual might be thought to be responsible. She emphasized the importance of conveying to children a sense of their community as a bulwark for the family group. She felt that it was necessary to develop ways in which to ease humiliation, guilt, and anxiety about having things done with and for people. This would help people to accept as valid some dependency as being part of the inter-dependency which is characteristic of our society.

Because of the recognition of the Conference that the background of a healthy personality was laid early in life, and in the child's own home, one of the more basic

sessions was concerned with preparation for marriage and parenthood. Dr. Franzblau, who chaired this session, stressed the fact that competent studies indicated the marital happiness of couples was usually a direct reflection of the marital happiness of their parents, and of the happiness of each couple in childhood. The speakers all agreed that there was much greater need for preparation for marriage in a period when marriages are not held together by social pressures and social taboos but by their soundness and unity. It was felt that the basic requirement in premarital education was the development of sound attitudes towards the opposite sex and toward marriage and family responsibilities. There was also considerable discussion but little difference of opinion about the necessity to provide young people with information about the physical and psychological aspects of marriage. All of the speakers in the group seemed to agree that the marital problems which were presented to them often stemmed, not from basic immaturity, but from basic ignorance. There was agreement that preparation for marriage, including the giving of adequate sex information, must begin at home where sound values could be affectively inculcated by example. Though this process is begun at home, however, it must continue outside by means of the school, press, radio, and even television!

There was considerable focus on the function of parents' education in the development of healthy personality. As Dorothy Baruch Miller put it; "Parent educators need to be belated parents to those who have been deprived of good parents as children in order to help those parents to be better parents for their own children." She felt all people working in the field of parent education need to understand and accept the feelings which people bring to their job as parents. We must also give a feeling of trust by what we give and what we are. We must offer ourselves and

information to people, but emphasis must be placed on offering help, not of stuffing it down the throat. Finally we must help all parents to feel they do not have to be perfect. Attention was paid by all of the speakers to the effect which so much scientific information about child development was having or might have upon conscientious parents. As one speaker graphically put it: "This is the golden age for parent education. It is a resourceful parent indeed who can evade the gnat-like waves of information going on to him". It was therefore especially emphasized that people should be helped to make use of the information that is available, but that we should continually stress that the feeling for children is always more important than the things parents do, and that for parent educators and others, understanding is more important than the advice which is given to parents.

One of the most striking aspects of the Conference was the participation of youth delegates. Some 150 young people from all parts of the United States attended the Conference and participated fully in all discussions. They showed a good deal of maturity and interest in the current obstacles in the way of healthy personality development of children in the United States and some idealism and determination about the steps which must be taken to improve the situation.

On the final day of the Conference there was a plenary session for the consideration of Conference recommendations. The participation in this session was an object lesson in the democratic process and in skill in organization. Opportunity was given for the discussion and amendment of all resolutions and full use was made of this opportunity. We hope the amended resolutions will soon be available and that they can be distributed to all those who are interested because they represent in a very graphic way the concern of the American people for their

children. This session, which summarized all of the deliberations which had been going on for two years in the preparatory period and for four days of the Conference, emphasized again the similarity of problems of human relationships regardless of race, creed or nationality. The factors essential to healthy personality development in the United States do not differ from those which we need in Canada and, therefore, there was much in this White House Conference which we can bring home and apply in our own situation.

At the conclusion of the discussion on resolutions the Conference made its "pledge to children" which was presented as followed:

"TO YOU, our children, who hold within you our most cherished hopes, we the members of the Midcentury White House Conference on Children and Youth, relying on your full response, make this pledge:

From your earliest infancy we give you our love, so that you may grow with trust in yourself and in others.

We will recognize your worth as a person and we will help you to strengthen your sense of belonging.

We will respect your right to be yourself and at the same time help you to understand the rights of others so that you may experience cooperative living.

We will help you to develop initiative and imagination, so that you may have the opportunity freely to create.

We will encourage your curiosity and your pride in workmanship, so that you may have the satisfaction that comes from achievement.

We will provide the conditions for wholesome play that will add to your learning, to your social experience, and to your happiness.

We will illustrate by precept and example the value or integrity and the importance of moral courage.

We will encourage you always to seek the truth.

We will open the way for you to enjoy the arts and to use them for deepening your understanding of life.

We will work to rid ourselves of prejudice and discrimination, so that together we may achieve a truly democratic society.

We will work to lift the standard of living and to improve our economic practices, so that you may have the material basis for a full life.

We will provide you with rewarding educational opportunities, so that you may develop your talents and contribute to a better world.

We will protect you against exploitation and undue hazards and help you grow in health and strength.

We will work to conserve and improve family life and, as needed, to provide foster care according to your inherent rights.

We will intensify our search for new knowledge in order to guide you more effectively as you develop your potentialities.

As you grow from child to youth to adult, establishing a family life of your own and accepting larger social responsibilities, we will work with you to improve conditions for all children and youth.

Aware that these promises to you cannot be fully met in a world at war, we ask you to join us in a firm dedication to the building of a world society based on freedom, justice and mutual respect.

SO MAY YOU grow in joy, in faith in God and man, and in those qualities of vision and of the spirit that will sustain us all and give us new hope for the future,"

U. N. SURVEY OF SOCIAL WELFARE ADMINISTRATION AND TRAINING

The nature and concept of social work has undergone a revolutionary change during the last fifty years. In the past, it was associated mainly with individual charity and volunteer service. But with the advance of industrialisation in several countries and with the increasing economic and social maladjustment in its wake social service assumes the character of a profession, requiring specialised training. Hence, institutions have come into being, in the last four or five decades, in many countries of the world for the professional preparation of social workers. And as wars and economic depressions create complicated problems of unprecedented magnitude, various social welfare measures are enacted by Governments, in the administration of which the State plays a leading role.

In view of these developments, the Social Commission of the United Nations Economic and Social Council was authorised to undertake an international survey of social welfare administration and training. The Commission has just brought out two reports, after a survey of about fortysix leading countries, their social problems and the methods they have adopted to solve them. The Commission's study is based on reports and supplementary information received from the Governments, Universities and Institutions of Social Work of countries like Argentina, Australia, Austria, Belgium, China, Czechoslovakia, Denmark, France, Finland, Germany, India, Japan, Poland, Saudi Arabia, Sweden, Switzerland, United Kingdom, United States and others.

One of these reports deals with the methods of social welfare administration, while the second described modes of training for social work in the countries surveyed. The reports contain a general review of the

social welfare measures enacted by the various governments and their administration as well as the variety of definitions of social work obtaining in each country. There are changing trends in these definitions as new situations arise, consequent on the increasing complexity of social problems, especially in the post-war world. As a result, the Social Commission finds new tendencies in the methods of training adopted by the schools of social work. There is found a fresh insistence on the study of social sciences, which have grown in bulk and importance in recent times and an attempt is made to achieve correlation between the theory and practice of social work.

In this connection, the Social Commission has made a study of the curricula of 373 schools of social work in the fortysix countries which it has covered. Dealing with the new trend of achieving a harmonious blending of theoretical and practical instruction in these institutions, the Commission recognises the Tata Institute of Social Sciences, India, as one of the foremost and says, "The Indian Schools, particularly the Tata Institute of Social Sciences, have apparently already achieved this kind of harmony by requiring all students.to devote a specified amount of time in the training period to "pre-professional courses" drawn from the general area of social sciences but presented in such a manner as to underline those aspects that are of importance to social workers".

The report on Training for Social Work contains an appendix in which the Commission gives descriptive summaries of fortyone renowned schools of social work, drawn from fortyone countries; and the Tata Institute of Social Sciences from India finds a place among them. These summaries give an

inking into the methods of training adopted by the various countries in providing education for professional social work.

In this context, it may be mentioned that the Tata Institute, now fifteen years old, has sent out 198 graduates, trained in social work. Most of these are now employed throughout India in Government and private agencies as Personnel Officers, Labour Welfare Officers, Factory Inspectors, Hospital Social Workers, Family Case Workers, Relief Organizers, Probation and Parole Officers,

Research Assistants, etc. Some of these graduates hold responsible positions in social welfare administration.

In its reports, the Commission does not make any recommendations but only presents background information to the recent developments, essential for any long range planning in the field of social work. As such, the reports should prove invaluable to all those who are interested in the reorganization of administration of and training for social welfare work.

SOCIAL FACTORS IN CRIME

The early students of crime believed that the criminal was a backward human being in the evolutionary scale, an undeveloped or partial human being having some physical and biological stigmata or anomalies like small capacity of the skull, retreating forehead, asymmetrical development, various deformities, exaggerations of facial bones, long lower jaw, flattened nose, hairiness, insensitivity to pain, etc., as suggested by the extensive measurements of prison population by the Italian criminologist Lombroso, and his disciple Enrico Ferri. Criminals, according to them, were born to be such.

Quite recently, again, the Harvard Anthropologist, Hooton, made a three-volume report based on measurements and observations of nearly 14¹/₂ thousand prisoners, in which he concludes that although there were no physical stigmata among these criminals, they were biologically inferior. For example, the criminal had comparatively a smaller size, straighter hair, broader face, more prominent nose, narrower jaws, and smaller but broader ears than non-criminals in general. But, there was no *single* distinguishing physical trait or mark or combination of traits common to all criminals. Criminals *as a group* showed a higher percentage of individuals with these traits than non-

criminals as a group. On the other hand, criminals and non-criminals showed greater *similarity* of traits than dissimilarity. Hooton further analysed his material on racial and genealogical bases and concluded that the blond, long-headed Pure Nordic type is an easy leader in forgery and fraud, a second in burglary and larceny, and last or next to last in all crimes against person. The brunet, roundheaded Alpine type ranks first in robbery but last in forgery and fraud. The blond, roundheaded East Baltic type is first in burglary and larceny, but is low in offence against the person, except rape.

However, there are many weaknesses in Hooton's conclusions here. Being a physical anthropologist, he failed to note other factors, viz., the social and psychological. Again, prisoners were compared with a non-criminal group, many of whom were firemen and military men and so the latter was a select group having better physical standards. Also, many of the physical defects in the criminals may have been due to malnutrition and environmental factors rather than hereditary ones. It has been pointed out, for example, that to conclude that criminality is inherited, racially or otherwise, merely because it appears in successive generations would be *as absurd* as concluding

that tie-wearing is an inherited behaviour because certain groups of men have worn ties for generations.

A study made by four specialists in the U.S.A., a physician, a sociologist, a physical anthropologist and a statistician,—of 4000 boys in two delinquency areas where delinquents were compared with non-delinquents concludes that there was no significant difference between delinquents and non-delinquents among whites but *some* difference was found among Negroes. What is more, delinquent Negroes showed *fewer* of that so-called physical stigmata than the non-delinquents, and also were *superior* to the non-delinquents in *health*. And, there was *no difference in intelligence* between them.

The psychologist's approach to the criminal was originally directed to connect criminal tendency with feeble-mindedness and low intelligence, as for instance, in the famous studies of Charles Goring in England and of Henry Goddard in America. But, with the new and fairly dependable tools available studies between prisoners and civilians have lately been possible on large scales; and on the strength of one such study, Car Murchison concluded that, on the whole, criminals showed *better* intelligence than the non-criminals, and that the proportion of feeble-minded was less among the criminals than non-criminals. Adler found in his groups of study that the proportion was about the same in both criminals and non-criminals. One or two things must also be further remembered in such studies, viz., that the more intelligent criminals have probably been successful in evading the clutches of the law, and therefore, the average intelligence of the criminals studied *in* the prisons is likely to be lower than the *actual* average of *all* criminals, imprisoned and not imprisoned; and secondly, studies of intelligence among prisoners have not been able to control the various socio-economic factors, and the

civilian group with which the prisoners **are** compared is usually not a matching group with the latter in all the other circumstances. For any good comparison, the two groups must be matching in all other variable factors excepting the suspected differences. But, two things are obvious from all these studies: First, all delinquents show mental deficiency, and in fact quite a number are mentally even superior; and second, not all mentally defectives turn criminals, for there are many mental defectives who are leading non-criminal lives. Therefore, mental deficiency cannot be *the one* or unaided cause of crime.

With the development of endocrinology, some investigators have concluded that criminality is the result of disease or malfunctioning of the glands which affected emotional reactions and therefore behaviour. Others used psycho-neurotic inventories and concluded, particularly in the field of juvenile delinquency, that delinquents differed from non-delinquents in emotional reactions. One of the most frequently ascribed causes of crime is "psychopathic personality" a good catchword, because it possesses a variety of traits, often contradictory, and therefore is so vague, that it is relatively easy to find some or the others of these traits in many prisoners. Indeed, there are some who would consider that criminal behaviour itself is the *prima facie* evidence of psychopathic condition even if no other symptom of mental disease is noticeable. But this would amount to saying that a man is criminal because he is a criminal.

The psychoanalysts seem to offer a variety of explanations, though they all agree generally that the roots of criminal behaviour and delinquency lie in a person's inner emotional urges, impulses and needs of his early childhood, which have remained unfulfilled and unresolved because they have not found socially acceptable outlets. Such unsatisfied drives seek various outlets of self-expression,

and crime is one of them. Crime may represent rebellion or revenge upon society's restraints, or a way by which the individual proves to himself that he is not inferior to his rivals, or some other way of getting over childhood's frustrations.

Some have suggested, taking their clue from Marx, that crime is rooted in the capitalist system, class distinctions, and unequal distribution of wealth and privileges. The sociological investigators conclude that criminal and delinquent behaviour is found closely associated with low economic conditions, and with physical and social disintegration of the individuals concerned. But it is still a question whether low economic and deteriorated social conditions cause crimes, or whether low economic conditions as well as criminal behaviour have *both* a *common* cause. It is possible that in a number of cases, both may be the result of poor intellectual capacity, unstable emotional life, and so on. Not all poverty-stricken people are criminals! Some other sociologists have suggested social contacts of the individual with criminal groups as the cause of criminal behaviour, in many cases at least. As Sutherland would say, "systematic criminal behaviour" is acquired through the same processes as "systematic lawful behaviour". Factors like family disorganisation or personality deficiencies are influential in leading to criminal behaviour, not by themselves but when the individual comes in contact with criminal groups and criminal patterns of behaviour, rather than with law-abiding groups and behaviour. And, the prospective criminal has not to go far to seek them; he actually comes in contact with criminal and unethical practices even in apparently law-abiding groups, e.g., in the commercial circles, in the various professions, and so on, though these are not *declared* as "crimes"! Today, for instance, black-marketing is a crime of which many would be guilty but of which in ordinary circumstances they

would not have been guilty. Criminal behaviour is learned by contacts and by imitation in the same way as politeness, tennis or speculating on the stock market are learned, and the motives are also same, viz., companionship or participation, or approval of the group, etc. The question still remains, however, why, in the same environment and with same or similar contacts, some people become criminals and others do not.

Home conditions and marital status of parents are found to be the cause of criminal behaviour in a very large number of cases. The physical, social and psychological conditions at home may be so uncongenial for an individual that he may seek satisfaction elsewhere, and this increases the possibilities of association with undesirable elements, and may then lead to criminal behaviour. There have been cases of young people running away from home and turning criminals. Sometimes over protection and over caring for the child leave it untrained in the art of making its own decisions, and later the individual finds it difficult to make due adjustments with the outside social world. Sometimes, lack of sufficient general discipline and training at home results in the same difficulty. Broken homes by separation or by death, more former than the latter, are associated with a number of cases of crimes. In all probability, it is not the legally broken home but the psychologically broken home that is more responsible for leading to criminal behaviour.

The cinema is found to be yet another cause of several crimes. In one investigation, it was found that deception scores of children attending movies more than four times a week were higher than those of children attending movies once a week. In some studies it was found that the particular crimes or methods of executing them were suggested by certain movies; but it was not found that these movies or any others were

the original cause of turning the individual into a criminal. However, it is found by other experiments, though not related to criminal behaviour, that motion pictures possess a tremendous potency in moulding the attitudes and outlook of the young and the adult.

It should be obvious by now from the preceding survey that each school of investigators, the biological, psychological, social, psychoanalytic, marxist, etc., is anxious to find out *one single* cause as *the* cause of all crimes. It is this naive tendency of men to search for one sole cause for every event that is often responsible for not giving us a true picture of the situation. But *must* we insist on the sole cause, when life itself is so complex and its manifestations are also likely to be rooted in complex situations? Each case of criminal behaviour must be examined on its merits to find out which *one* or *more* of the so many possible causes are responsible for the same; some one or more of these causes may be *principal* causes, others may be *auxiliary* causes. And, what is a principal

cause or first cause in one case may be auxiliary in another. *Only a proper appraisal of the case* in its own context, will enable us to judge what methods could be employed to cure or to prevent it, whether by appropriate punishment, corrective, parole, probation, institutionalization, change of social and economic conditions, mental treatment, rehabilitation, education, reeducation, or in other ways. There is no *one* general method of prevention or cure for all crimes, just because there is no one single cause for all crimes.

In this matter as in many others, prevention is better than cure. Bearing in mind all the possible factors, causative and auxiliary, to crime, it is society's duty to see that these factors are eliminated or reduced in operation or counteracted. For, as the above survey shows, criminals are *not born*; they are *made*.

(*This is a talk broadcast by Dr. Pandhari-Nath Prabhu on the AIR, Bombay, on Aug. 10, 1951. By Courtesy AIR, Bombay.*)

SUMMER SCHOOLS FOR WORKERS

Summer schools for trade unionists in Britain are now an established institution. Many of them are held every year under the auspices of various educational bodies, which include the education department of the British Trades Union Congress, the Workers' Educational Association, the National Council of Labour Colleges, the Labour Party, the Co-operative Union's Educational Department—and latterly, the governing Boards of Britain's nationalised industries.

Between 400 and 500 mineworkers, for example, are currently attending a summer school organised by the National Coal Board in one of Britain's oldest university colleges. This school, at Magdalen College, Oxford,

has brought together men and women from all branches of the coal industry, along with 50 or more colliery deputies and overmen.

The young miners attending the school have been finding college life at Oxford somewhat tough. But they are gaining happy compensation in mingling on the College quadrangle with the heads of the nationalised industry and their tutors and special lecturers in the summer school sessions.

The mineworkers' summer school, now in its third year, is attended mainly by students drawn from the senior ranks of the industry, but including also many drawn from the coal face and the underground workings. At the school they form themselves into 30 or 40

groups for the study of a dozen subjects. They attend also general and specialised lectures. This is the programme being followed this year with happy results.

Essential Aim.—Similar summer schools are running now under the auspices of the British Electricity Authority. The course of education follows much the same lines. The interest of students is concentrated on the most important problems of administration and management, as well as its problems of distribution and commercial practice.

The essential aim the summer schools of both the mining industry and the electricity supply industry are designed to promote, is the training of workers in the industry for positions of responsibility and service. In the mining industry, regulations for the training of young mineworkers and adults too, were framed by the Minister of Fuel and Power as long ago as 1945, and have since been extended.

The scheme for education and training begins with a preliminary course for youths, and connected with it are residential training establishments and centres, supervised by training officers, who have themselves attended special courses before undertaking their supervisory work.

A separate part of the scheme provides for the training of gifted men or boys with good prospects of promotion. For them a comprehensive range of technical training is provided, including mechanical engineering, electrical engineering and mine surveying and connected studies. From this source will come the industry's future deputies, colliery technicians, surveyors and under-managers. There is a third course of education provided for men in the industry with high technical qualifications to qualify for managerial positions.

In future no small proportion of the colliery managers will be men who have worked their way up in the industry through this educational system.

University Courses.—These industrial educational schemes fit into the general programme of educational advance which is developing very widely under the direction of the T.U.C. General Council's Education Committees. This body not only itself provides summer schools and week-end schools, day schools and tutorial classes covering many subjects of special concern and value to trade unionists, but also links up with the established Workers' Educational organisations, the movement's own Ruskin College, and numerous technical colleges and certain universities.

Arrangements have been made with Glasgow University, Nottingham University, the University of Manchester, Southampton University College, and the London School of Economics for special courses in trade union study on both a full-time and a part-time basis for trade unionists actually working at their job, as well as for union officials.

Relations with National Technical Colleges for these purposes are developing. The T. U. C. General Council, for example, recently appointed two of its members to serve on the governing body of a National College for the Leather Industry, and connections of this nature already subsist with other technical colleges which have originated in other industries.

It is entirely consistent with the T.U.C. educational policy that the Production Committee of its General Council has been active in promoting courses of study at technical colleges, on work study, and industrial relations. This development, which owes its origins to the initiative of one of the great general workers' unions—the National Union of General and Municipal Workers—now extends to eight centres throughout Britain in the form of courses of instruction in these subjects lasting about a month. Other unions are being actively encouraged to institute similar courses for their own industries.

BHARAT CHILDREN'S CONGRESS

So long as our Country was under foreign domination, our attention was entirely concentrated on making all-out efforts in a battle to destroy that domination. Now that the said foreign domination has been destroyed and we have attained complete independence since August 15, 1947, the scene of the battle has changed—the battle nevertheless persists. For, after all is not the entire life a battle?

We have now to fight the battle of resurrection and renaissance. We have to remove the darkness of ignorance, poverty, and superstition into which so long we were kept immersed by the events of time. We have then to march in discipline on the road to lighted and ordered progress, both material and spiritual. We have to so develop our Country's life as a whole and its entire resources and wealth that there shall be plenty of everything for all and that each one of the living beings is able to express and live the life in fullness.

While recognising this self expression and fullness of life in case of Children, it is universally acknowledged that a child is innocent, blemishless, pure and tender. Its potential capacity is limitless and given opportunities and proper surroundings, its development can reach marvellous proportions. In developing therefore the country's life to the desired end, we have to attempt to so construct a human being from a mere child that its physical energy is unbounded, its mental prowess penetrating and illuminating and its heart full of nobility, love, warmth and tolerance for its fellow-beings.

How shall we respond to this call of duty?

We believe, there is now an urgent need for a country-wide organisation which will supply this basic positive motive relating to the question of the growth of our children.

We can no longer be and remain content with vague ideas such as entertainment, education, and development. We have to define and give shape to these abstractions.

The aim of this organisation will therefore be to make children attain maximum strength of body, mind and soul so as to be able to contribute their utmost for creating conditions of the highest prosperity—material, moral and spiritual—in our country.

To achieve this aim, the organisation invited all the existing child welfare institutions and training schools and Associations to form a federation on a countrywide basis and shall also start centres under its own auspices and direct management. While regulating and controlling high level office and administrative work, the organisation will encourage children to form and develop their own centres and their own lines of activities. While approaching the Governments of the day to help the organisation evolve a standard and uniform curriculum and training, both for children and child welfare workers, it shall agitate to bring consciousness in parents, teachers, and society in general with a view to focussing their attention in an ever increasing degree towards making the children grow on the above lines. This should not be misunderstood as regimentation or creating of mere automatons, for while planning development with a purpose and towards a specific end, we have admitted freedom and self expression as essential for the growth and happiness of children.

It will encourage children by organising province-wide training camps and moving theatrical squads and volunteer bands to participate in manual labour movements for developing the country, such as growing food, rearing gardens, building roads, digging wells, running consumers' co-opera-

tive shops, and working in factories, mills and workshops and shall also, undertake the preparation, compilation and publication of the necessary literature.

We desire, this organisation of and for children to develop on an all India scale and fight the Country's battle of resurrection and renaissance.

DR. WALTER C. RECKLESS—U. N. EXPERT

Dr. Walter C. Reckless, who has come out to India under the auspices of the Technical Assistance Administration of the United Nations has been assigned to the Tata Institute of Social Sciences as Visiting Professor in Criminology and Correctional Administration. He arrived in Bombay, accompanied by Mrs. Reckless, on Sunday, October 21 1951.

During his first fortnight's stay in Bombay and Delhi, he visited juvenile institutions and prisons in order to acquaint himself with their work. Dr. Reckless also met the Chief Minister, the Home Minister and other officials of the Bombay Government, and discussed with them problems of crime and rehabilitation of offenders. Later, he paid courtesy calls at the Secretariat, New Delhi, to meet some of the officials of the Government of India.

Dr. Reckless held a special conference at the Tata Institute with members of the Faculty and three top-ranking officers of the Bombay Government, who are co-operating in the training programme. A tentative schedule of training has been drawn up which will operate from January 1952 for a period of six months. The scheme of work includes lectures on topics, such as, Introductory Criminology, Correctional Administration, Control and Treatment of Crime, Criminal Law and Criminal Justice, Police Science and Administration, Administration of Penal and Correctional Institutions in India and Abroad, Case Work Interviewing, Group Work and Psychiatry in the treatment of Offenders. The schedule also includes special hours for study in the Institute library,

and provision is made for observational visits of trainees to juvenile, police and other allied institutions.

Three members of the Faculty of the Institute, the Inspector General of Prisons, Bombay State, Commissioner of Police, Bombay and the Chief Inspector of Certified Schools, Bombay State, will participate in the lecture work and organise observation visits. Fourteen States of the Indian Union have deputed about fortyfive of their jail officials to undergo this new training in Criminology and Correctional Administration, which will be formally inaugurated at the Tata Institute of Social Sciences, by the Hon'ble Mr. Morarji R. Desai, Home Minister, Government of Bombay.

On November 4, 1951, Dr. Reckless left Bombay for Madras on the first lap of his tour in India. During the two months of country wide travel, he will tour important States of the country and visit jails and other allied institutions, in order to gain a first-hand knowledge of prison conditions and treatment of offenders in India. He will also contact and hold conferences with ministers and other officials of the various States on the problems of control, prevention and treatment of crime. Mrs. Reckless accompanies him in his tour in India.

Terminating his itinerary in Calcutta in the last week of December 1951, Dr. Reckless will participate in the fifth annual Session of the Indian Conference of Social Work, from December 28, 1951 to January 1, 1952. He will preside over the deliberations of the section on "Planning Social Defence" during the session.

PRESS CLUB OF TATA INSTITUTE OF SOCIAL SCIENCES

At a meeting of the Faculty, Staff and students of the Tata Institute of Social Sciences, held in September, 1951, Dr. J. M. Kumarappa, Director, declared open the Press Club of the Institute. In his opening speech, Dr. Kumarappa said that the objective of the Club was fourfold; first to disseminate knowledge about the existing social conditions in India; second, to stimulate interest and educate the public in modern scientific methods of social work; third, to provide students of the Institute with opportunities for improving their talents for writing; and last, to learn to keep themselves in touch with the Press after graduation from the Institute. Continuing, Dr. Kumarappa said that the Bharat Jyoti of Bombay had offered to reserve one column every week for the articles of the Press Club. He invited

all the students who had an aptitude for research and writing, to become members of the Club and contribute articles on current social problems.

Since its inception, the Press Club has sent out six articles on such topics as, Squatters, Orphans, Education of Hospitalised Children, Hospital Social Work, etc., all of which have been published in the Bharat Jyoti.

The Club is open to all students and Alumni of the Institute. Every member is required to write at least one article a month. Contributions should not exceed 1000 words in length (three typed foolscap pages) and should be as far as possible illustrated. It is hoped that our students and Alumni will make full use of this opportunity to propagate and popularise professional social work in India.

INDIAN CONFERENCE OF SOCIAL WORK—FIFTH ANNUAL SESSION

Social Workers from all over India will muster in large numbers in Calcutta from 28th December 1951 for a five-day Session of the Indian Conference of Social Work. This will be the fifth annual Session of the Conference, which is an All-India organisation to promote the study of social problems and to guide the progress of social work in India on scientific lines. The Session will be held under the distinguished presidency of Pandit H. N. Kunzru.

Planning is in the air and the Conference has rightly given the first priority for planning as the theme of the Calcutta Session. In view of the recently published report of the National Planning Commission on the development of social services in India, the Conference will set before itself the main theme of *National Planning for Social Welfare* which will be discussed in four sections dealing with different aspects of

planning, such as, Rural Community Development, Welfare in Industry, Administration of Social Work as well as Training of Social Workers and Social Defence.

Each of these four sections will be presided over by a Chairman and learned papers from experienced social workers actively engaged in these respective fields of work will be contributed for the consideration of the Conference.

Dr. Walter C. Reckless, who will be visiting India as United Nations Technical Assistant under the auspices of the U. N. Technical Assistance Administration and the Government of India, to organise a six months' training programme in Criminology and Correctional Administration at the Tata Institute of Social Sciences from January 1952 as Visiting Professor, will preside over the deliberations of the Section on *Planning*

Social Defence. Dr. J. F. Bulsara, Far Eastern Representative of the U. N. Division of Social Activities at Bangkok, will be the Chairman of the Section on *Planning Administration of Social Work and Training of Social Workers.* The other two sections will be chaired by Sardar Tarlok Singh, Deputy Secretary, Planning Commission, Government of India and Shri N. S. Mankiker,

Chief Adviser to Government (Factories), Government of India.

The Conference will offer many splendid opportunities of sharing experience and knowledge with social workers from all parts of India and abroad, and the Session is expected to make useful and practical recommendations for National Planning of Social Welfare.

ANNUAL CONVOCATION

The Eleventh Convocation of the Tata Institute of Social Sciences, Andheri, Bombay, will be held on Sunday, the 2nd December, 1951 at 5-30 p.m. at the Institute's Premises. The Rt. Hon'ble Dr. M. R.

Jayakar, Vice-Chancellor, Poona University, has kindly consented to deliver the address. Dr. John Matthai, Chairman of the Sir Dorabji Tata Trust and Governing Board, will preside.