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THE DEVELOPMENT OF THE LITERACY MOVEMENT  
UNDER FRANK LAUBACH  
AND ITS CONTRIBUTION TO WORLD MISSIONS

By

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## INTRODUCTION

THE DEVELOPMENT OF THE LITERACY MOVEMENT

UNDER FRANK C. LAUBACH

AND ITS CONTRIBUTION TO WORLD MISSIONS

INTRODUCTION

A. The Problem Stated and the Present Study Justified

The problem of this study is to investigate the development of the literacy movement under the "world's foremost practical literacy expert",<sup>1</sup> Dr. Frank C. Laubach, in order to determine its contribution to Christian missions.

Dr. Frank C. Laubach has become internationally known as the "Apostle of Literacy"<sup>2</sup> who has helped teach 60,000,000 people to read in 206 different languages in sixty-three countries,<sup>3</sup> "making him without doubt the world's greatest mass educator."<sup>4</sup> His literacy crusade began in the Philippines in 1929-1930 with teaching a small group of Moro tribesmen to read and has become a world movement through the development of his method, a combination of phonetics and psychology, often called "lightning literacy." His zeal for the promotion of world literacy resulted in the formation of the Committee on World Literacy and Christian Literature for which Dr. Laubach is Special Counselor and Representative. This zeal has resulted in invitations

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1. T. Whiteside: "Each One Teach One," Collier's, Aug. 5, 1950, p. 1.
2. Enoch Bell: Miracle Man of the Moros in Mabel H. Erdman: Answering Distant Calls
3. Whiteside, op. cit., p. 2.
4. Education: "One-Man Literacy Crusade," Life, April 11, 1949, p. 74.
5. Christy Wilson: "Lightning Literacy in Afghanistan," Presbyterian Life, Reprinted by Committee on World Literacy.

from fifty-five governments to conduct literacy campaigns in their countries and in the growing conviction among missionary societies that literacy is a means of evangelism and necessary to the establishment of a strong indigenous church. These missionary societies have adopted Dr. Laubach's methods in the conducting of their own literacy campaigns and have encouraged the production of Christian literature.

Very little has been written by any beside Dr. Laubach himself on the development of this movement. Neither have estimates been made of the present Laubach literacy programs being carried out by missions and governments in various countries. This together with the above facts presents the basis for the justification of this present study.

#### B. The Subject Delimited

It is outside the scope of this study to present a biography of Dr. Frank Laubach. Only those biographical facts pertaining to his literacy work and to the history of his literacy campaigns will be presented. Also it is outside the purpose of this study to present the techniques of language. Thus only those techniques developed in Dr. Laubach's program will be set forth. Estimates of every Laubach campaign and its follow-up cannot be made because in many countries the campaigns have been too recent for permanent results to have taken place.

#### C. The Plan For The Study

It is the plan of the writer in the first chapter to present the biographical facts of Dr. Laubach's life leading to his literacy



work. This will be followed by a history of the development of his literacy campaigns from 1929-1951. Chapter two will then present the development of techniques in Dr. Laubach's literacy program. In order to determine the contribution of the movement to world missions, Chapter three will present estimates of Dr. Laubach's literacy program by missionaries of various mission boards. These reports will include the results of the campaign and the follow-up work by country. The entire findings and conclusion of this study will be presented at the end in a general summary and conclusion.

#### D. The Sources for this Study

The main sources used in this study will be Dr. Laubach's works, mainly:

1. The Silent Billion Speak  
Teaching the World to Read  
Toward a Literate World  
India Shall Be Literate
2. Travel Letters and World Literacy Newsletters from 1942-1951.
3. Letters and reports from missionaries of denominational boards referring to Dr. Laubach's work.

CHAPTER I

THE HISTORY OF LAUBACH'S LITERACY CAMPAIGNS

## CHAPTER I

### THE HISTORY OF LAUBACH'S LITERACY CAMPAIGNS

#### A. Introduction

The development of the literacy movement under Dr. Frank Laubach can be best seen by tracing the history of his literacy campaigns. This chapter will include biographical data leading to the beginning of his literacy work, influences that led to the beginning of the literacy movement in the Philippines from 1929 to 1935 and finally data that led to the spread of the literacy movement as a world movement from 1935 to 1951.

#### B. Dr. Laubach's Background

##### 1. His Education.

Frank Charles Laubach, born in Benton, Pennsylvania, on September 2, 1884, the son of John and Harriet Laubach, attended schools in Benton and the State Normal School at Bloomsburg, Pennsylvania and was graduated in 1901. He had become interested in the Philippines through friends and his interest in missions grew while attending a preparatory school at Perkiomen Seminary in Pennsylvania. By his graduation from Princeton University in 1909, he had definitely decided to become a foreign missionary. For two years he did social work at the Spring Street Community House in New York City and in 1911 he

received his Master of Arts degree in sociology from Columbia University. The following year he and his fiancée, Effa Seely, of his home town, accepted the call to Mindana, "then the hardest and most undeveloped field"<sup>1</sup> the American Board had, and a little later they were married. After graduating from Union Seminary in 1913, he was ordained as a Congregational minister and the next year he received his Ph.D. in sociology from Columbia University.

## 2. His Missionary Work in the Philippines.

Dr. Frank Laubach's missionary career began in February 26, 1915, when he and his wife landed at Davao, southeastern Mindanao, then the Board's only station on the island. Upon their arrival, Army officers tried to discourage them "saying that an inexperienced missionary talking religion to the Moros"<sup>2</sup> would only make matters worse and that the Moros "would not be ready to hear them for several years."<sup>3</sup> Although the Laubachs moved on to Cagayan, capital of Misamis Province, on the northern coast where conditions were more favorable, they returned to Lanao for a month every summer to watch for the opportune time to open the Lanao mission.

As a result of the letters of appeal sent back to the Board by Dr. Laubach, workers, both foreign and Filipino, came to northern

. . . . .

1. Bell, op. cit., p. 18.
2. Frank Laubach: *The Silent Billion Speak*, p. 19. The Spaniards in 1521 named the Filipinos they found practicing the Moslem religion "Moros" after the Moors they drove into Morocco in 1492. For four hundred years the Moros had been fighting and hating Christians. General Pershing became famous fighting the Lanao Moros. It wasn't until 1917 that American troops regarded the situation sufficiently under control to move out and leave the Filipino soldiers in charge.
3. *Ibid.*, p. 18.

Mindanao where schools, churches, dormitories and a hospital were soon established. The work at Cagayan led to the realization of the need of a trained Filipino leadership for the growing Mindanao Church. This realization influenced Frank Laubach's acceptance of a teaching position at the Union Theological Seminary at Manila in 1922 where he later became dean. Among his outstanding efforts in Manila was his evangelistic work among the high schools throughout the Islands, his arousing the interest of American students in the foreign mission field, the beginning of many social projects, such as efficient health service, introduction of better seed and improved methods of agriculture, and even self-government under law.<sup>1</sup>

### C. The Beginning of the Literacy Movement

in the Philippines, 1929-1935

#### 1. The Campaign at Lanao.

As Dr. Laubach saw Mohammedanism growing in Mindanao, he felt that the work with the Moros could no longer be postponed. In 1929, leaving his wife and son, Bob, in Manila, he left alone for Lanao and opened the mission station there. Already there were the Reverend and Mrs. Frank J. Woodward working along the coast. Laubach made their summer cottage his home and ate his meals at the officers' club with the Superintendent of Schools, the principal of the high school, and the captain of the constabulary. In the face of hardship and discouragement he grew accustomed to climbing Signal Hill behind his cottage to "talk to God and the sunset."<sup>2</sup>

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1. Bell, op. cit., p. 20.  
2. Laubach, op. cit., p. 20.

a. His Experience on Signal Hill.

The experience Dr. Laubach had there one evening was to change his career from a missionary who wanted to start a teachers' normal school to one who was to campaign for world literacy. The following is Dr. Laubach's account of that experience:

One evening I was sitting on Signal Hill looking over the province that had me beaten. Tip had his nose up under my arm trying to lick the tears off my cheeks. My lips began to move and it seemed to me that God was speaking.

"My child," my lips said, "you have failed because you do not really love these Moros. You feel superior to them because you are white. If you can forget you are an American and think only how I love them, they will respond."

I answered back to the sunset, "God, I don't know whether you spoke to me through my lips, but if you did, it was the truth. I hate myself. My plans have all gone to pieces. Drive me out of myself and come and take possession of me and think thy thoughts in my mind."

In that terrible, wonderful hour on Signal Hill I became color-blind. Ever since, I have been partial to tan, the more tan the better! Every missionary goes through some experience as that - or comes home defeated.

My lips spoke again to me: "If you want the Moros to be fair to your religion, be fair to theirs. Study their Koran with them."<sup>1</sup>

b. His Relation to the Moros.

That experience on Signal Hill changed Laubach's relation to the Moros. When the Moslem priests learned that Laubach wished to study the Koran, they were eager to make him a Moslem while he, in turn, was equally enthusiastic in revealing the life and character of Jesus. The priests were amazed at Laubach's knowledge of their three holy books: the Torah of Moses; the Zabur or Psalms; Kitab Injul, the life of Jesus Christ. Thus Laubach said, "We will exchange our knowledge, and so all be wiser", and saw in this a bridge across which he may some day be able to lead them to Christ."<sup>2</sup>

. . . . .

1. Laubach, op. cit., p. 20, 21.

2. Bell, op. cit., p. 22.

1. Necessity to Learn the Maranaw Dialect.

Thus in the search for common ground in their religions, Laubach and the Moros established the beginnings of friendship. Before he could attempt to correct their theology, he realized his need to read the Moro language, Maranaw.

A Moro, Pambaya, a loyal friend of an American officer who had him acquitted of a twenty-year prison sentence, became the teacher of Dr. Laubach and also Donato Galia, a Filipino with an M.A. from Columbia who had come to co-operate in the Lanao Mission. Since the language had never been written they adopted a Roman alphabet, "one letter to a sound and only one sound to a letter - perfectly phonetic."<sup>1</sup>

2. Necessity to Teach Moros to Read.

Following their successful effort to reduce the Maranaw dialect to writing was the desire of Dr. Laubach and Mr. Galia to teach the Moros to read and write their own language. If a Bible was ever to be put into their hands, they must first be able to read it. Through "miracles"<sup>2</sup> an old building was turned into a school; another into a church; and finally a printing press and a printer were added. A newspaper was printed with the Roman text on one side of the page with the Arabic text on the other in order to satisfy the chief priests. This inaugurated the literacy campaign, since the natives wanted to learn to read the newspaper.

Their first method of preparing a chart full of short sentences in large letters and teaching the Moros these sentences was

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1. Laubach, op. cit., p. 23.

2. Ibid., p. 24.

unsuccessful. After much revision and shortening charts, Laubach and Galia came across a "key."<sup>1</sup> Since the Maranaw dialect had only sixteen consonants and since four words each with four syllables had all these consonants, they were able to combine these syllables with various vowels and teach an illiterate Moro adult to read in a short time.

### 3. Necessity to Supply Them With Christian Literature.

During the next months, Laubach and his friends worked untiringly to teach the eager Moros to read. He states the astonishing speed with which some of the natives learned to read - one to three hours. "It is possible only because these people are hungry mentally and spiritually."<sup>2</sup> Thus arose the problem of keeping the literates supplied with literature.

Some of the Moros unwritten epic and lyric poetry was written and published in the bi-weekly newspaper, the "Lanao Progress", which contained world events, up-to-date science, ways and means of better living, as well as the sayings of Jesus. A series of tracts called "Jesus as a Good Friend" were also printed in the Maranaw and distributed in the marketplace.

Dr. Laubach's efforts were not only rewarded by the large number of literates<sup>3</sup> but also by those who were receiving a new vision of Christ, although through Moslem eyes. The Moros responded to the love of Jesus that Laubach showed them. He has defined his approach in the following:

. . . . .

1. Bell, op. cit., p. 23
2. Laubach, op. cit., p. 35.
3. Ibid., p. 49. By 1931, it was estimated 1,521 had become literate.



It is Christians they hate because Christians have mistreated and misunderstood them. They love Jesus and claim him for their own. . . If we can untangle Christ from the terrible handicap of Christendom, which has kept so many millions from him, we will be doing the Moros a priceless service. . . We could have imposing statistics in the way of church membership this year, but if we did so we might sacrifice the wonderful good will that now exists toward our enterprise. If we can be of great service to the Moros during the next four or five years educationally, medically, and in other ways, then they will think of our Christianity in terms of loving service rather than in terms of doctrine.<sup>1</sup>

#### 4. Necessity for "Each One Teach One" Idea.

As Dr. Laubach and his Moro friends who had joined in the literacy campaign went about the province teaching illiterates to read, it was natural that the new literates, in turn, should teach others. In one case, a mayor of a town in a distant corner of the province came to Laubach, was taught to read in an hour, and returned to his village to teach his own people.

This method became a necessity in 1931 when the American depression took its effect on missionary funds and Laubach was no longer able to pay his teachers. A sultan named Kakai Dagalangit said, "This campaign shall not stop for lack of money. It is Lanao's only hope - if it stops, we are lost. Everybody who learns has got to teach. If he doesn't, I'll kill him."<sup>2</sup> Thus was the origin of "each one teach one" which has become the famous working principle of the Laubach method.

#### c. Formation of the Maranaw Schools.

The establishment of the Maranaw Folk Schools was a vision of Mayor Philipps of Montclair, New Jersey, who pictured "a university to be established at your capital where boys and girls from all over

. . . . .

1. Ibid., p. 40, 45.  
2. Ibid., p. 50.

the island might come for intellectual training, and then go back as teachers to their own localities."<sup>1</sup> As a result of the reading groups of men and women which gathered in many homes, Dr. Laubach established the madrasa, or folk school. In 1931 there were twenty paid literacy teachers, high school students or graduates teaching throughout the main districts in addition to fifty others who were teaching without pay. In one month they reported having taught 930, which is at the rate of 11,160 a year.

2. The Exploratory Literacy Expedition Through Northern Philippines.

The campaign at Lanao aroused an interest in literacy of the other parts of the Philippines. In 1930 pastors of the United Evangelical Church of the Philippines came to Lanao, prepared charts in the Cebuan dialect, and started literacy campaigns in other parts of Mindanao and in the central Philippines. Through newspaper publicity reports spread over Manila of the "lightning literacy"<sup>2</sup> that was taking place at Lanao.

a. Co-operation of the National Christian Council.

Mr. E. H. Higdon, then secretary of the National Christian Council of the Philippines arranged for Dr. Laubach to make a series of four tours through the Islands of the Philippines. The National Christian Council became an important agency in the spread of literacy. It printed and distributed charts and lesson materials and sponsored literacy campaigns organized by high schools and other groups.

. . . . .

1. Ibid., p. 41.

2. Frank Laubach: Toward a Literate World, p. 58.

b. The Preparation of Lessons in Filipino Dialects.

The tours of Dr. Laubach through the north consisted of conducting literacy campaigns in such places as the leper colony on Culion Island, Bilibid Prison in Manila; training teachers at the government homes for delinquent minors and orphans on the island of Luzon; and teaching students in the agriculture schools.

The important accomplishment of these tours was the preparation of literacy charts in seventeen dialects through the cooperation of experts in the various languages. Although there are about two hundred sub-dialects in the Philippines, most of them are used only by a small number of people. Of all these dialects, only twelve are really important. There are three major languages - Tagalog, Visayan, and Ilocano - which are used by ninety-five per cent of the people. Groups of linguists collaborated with Dr. Laubach in the preparation of these literacy charts by searching "for the best possible key words",<sup>1</sup> and then exploring the language "for the best possible series of two syllable words" on which to build lessons.<sup>2</sup>

c. The Co-operation of the Government.

The literacy tours through the Northern Philippines aroused the interest of such officials as Dr. Jorge Bocobo, president of the University of the Philippines, Representative Fabian de la Paz, Dean Francisco-Benitez, and Governor-General Theodore Roosevelt. The Governor-General's objection to the literacy campaign was that it

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1. Ibid., p. 58, 59.

2. Techniques of developing and presenting a lesson is discussed in Chapter II.

would be used as Protestant propaganda. Dr. Laubach stated that this objection would be met by "taking the movement out of missionary hands" and by creating a "non-secretarian committee to study, stimulate, counsel, and coordinate the agencies interested in literacy and to furnish them books."<sup>1</sup> In 1936, after the Philippines became a commonwealth, the National Supreme Council established a Division of Adult Education. After this the literacy campaign was a government project and adult night schools were established throughout the Islands.

D. The Spread of the Literacy Movement, 1935-1951.

As a result of the publicity given the Lanao campaign in missionary journals and other publications in illiterate areas, letters of inquiry were sent to Dr. Laubach from many parts of the world where the illiteracy situation was acute. The method of correspondence proved unsatisfactory because the charts sent to Dr. Laubach for criticism were too long and complicated. It became evident that good results could only be achieved through days or weeks of work with local committees. Believing that his method could be adapted to any language written phonetically and drawn by the need of the billion illiterates throughout the world, Dr. Laubach undertook the first tour through Southern Asia. This put the literacy movement on a world basis.

1. The Campaign Across Southern Asia on His First Furlough, 1935-1936.

Accepting invitations from Singapore, Ceylon, parts of India, Cairo, Palestine, Syria, and Turkey, Laubach set out alone on January 20, 1935, with only the resources of a furlough travel allowance.

. . . . .

1. Laubach: The Silent Billion Speak, p. 26, 67.

a. In Malaya.

The first stop of the tour was Singapore where the Malay language is not widely used. Dr. Laubach traveled a hundred miles north to Malacca, the heart of the Malay speaking people. Since he had only two days there, he worked feverishly with Rev. and Mrs. Robert O. Blaisdell and a dozen Moslem boys to prepare the set of Malay lessons. The language proved as simple as the Philippine dialects had been since they both belong to the same language family. The charts could not be used by Malays in Sumatra because the Dutch, who controlled the island, had introduced the spelling used in the Netherlands which was very different from the English spelling used in Singapore. Because of little time left, Laubach had to leave the lessons in the hands of the Blaisdells to be put to use in Malaya.

b. In India.

On the boat to Bombay, a Hindu, Mr. G. A. Mehotta and a Christian missionary to India, Miss Caroline Pope, worked with Laubach in making a set of Hindi lessons. The work, however, proved difficult because the Hindi language was very complicated with its fifty letters written in Sanscrit characters. Since every consonant had a vowel sound understood, it was difficult to find key words for all their consonants. By arranging closely similar sounds into family groups, it was possible to reduce the letters to thirteen families and to find key words for them. Although a complete set of lessons was made, "they proved disappointing in use."<sup>1</sup> At the Memnonite Mission at Dhamtari on the edge of the Indian jungle, Americans and Indians worked further with Laubach on

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1. Gordon Hewitt: Nothing Can Stop It Now, p. 10.

the Hindi lessons for a month. They were finally printed, but the supervision and improvement of these experimental lessons was left to Rev. J. D. Graber of the mission.

Then to a region one hundred miles northwest of Madras in southern India, Laubach, with Dr. Mason Olcott and his sixteen teachers, all of Union Teachers' Training School, went to work on lessons in Telegu and Tamil, two other languages of India. These proved difficult to adapt to the Lano method, especially Tamil whose written vocabulary is very different from that which is spoken in ordinary conversation. During the last two weeks the head of the Mohammedan Government School of Vellore brought his faculty to work on lessons in Urdu which employs Arabic letters. According to Laubach these lessons were used successfully in a public demonstration.<sup>1</sup> The first lessons in Marathi were prepared but not printed for want of a sponsor.<sup>2</sup>

Before Laubach's departure from India, Mr. H. H. Warren of the Christian Literature Society in Madras agreed to publish the primers that had been completed in the five Indian languages and to act as distributing agent. Also at a resort two hundred missionaries who had gathered to discuss illiteracy, ordered, without having seen them, ten thousand copies of charts in the five languages.

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1. Laubach: *Toward a Literate World*, p. 79.
2. It is interesting to compare the reactions of Gordon Hewitt and Frank Laubach of this first tour to India. Hewitt sees that the early mistakes of this campaign as a "fortunate misfortune" (*Nothing Can Stop It Now*, p. 10) because it led to improved methods. Laubach on the other hand doesn't seem to feel any sense of failure although he admits that these first lessons were "hastily prepared, very rough and imperfect. . . would need months or years of patient improvement." (*The Silent Billion Speak*, p. 89).

c. In Cairo, Egypt.

The Laubachs, who had reunited at Colombo, received an enthusiastic welcome at Cairo in May 1935. The Intermission Council had selected forty missionaries and nationals to co-operate in the building of Arabic charts. To quote from Dr. Laubach: "The committee was one of the most brilliant groups of linguists with which we have ever worked in lesson building."<sup>1</sup> The work progressed quickly for the committee grouped the Arabic letters into families and discovered key words in an hour. Although Arabic is spelled phonetically, it is a difficult language to read because:

1. The written Arabic employs a classical vocabulary of which half the words are not used in conversation.
2. Books are often written by hand, not printed, and many letters look practically alike to the untrained eye.
3. Vowel sounds are omitted. One must be familiar with each word before one can pronounce it.
4. Consonants are written in three ways, one form for the beginning of a word, one for the middle, and one for the end.<sup>2</sup>

The charts were printed and given a preliminary testing at the Cairo mission hospital. The experiment proved unsuccessful because Laubach realized he had "made a major mistake of allowing all those forty people to teach instead of teaching them how to do it first."<sup>3</sup> However, the experiment revealed that success could only be attained with the Arabic language after months of persistent, hard work.

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1. Laubach; Toward a Literate World, p. 81.
2. Loc. cit.
3. Laubach; The Silent Billion Speak, p. 91.

d. In Jerusalem.

In Jerusalem an interdenominational institution called the School of Missions became the workshop for the adaptation of the Cairo Arabic charts to the colloquial Arabic of Palestine. Although written Arabic is the same everywhere, each country has its own peculiar spoken dialect. Thus even key words had to be changed. In the process of the adaptation a debate arose over the use of classical and colloquial words. The Palestinians felt that classical words should be taught regardless of the fact that they were not used in conversation. The debate ended by their decision to try to prepare a list of all the classical words the illiterates used in conversation and to use these "pure" but well-known words in building lessons. The British Director of Education for Palestine backed the demonstration to experiment on illiterate men and children. This demonstration was successful. Although the Jerusalem experiment was an improvement over the Cairo failure, the Arabic lessons required still more improvement.

e. In Beirut, Syria.

In Beirut, Syria, because still another Arabian dialect is spoken, the process of adaptation had to be repeated. A committee of two, consisting of Professor Tannus, a Syrian in the American University, and Dr. Nejla Izzadin, a Druse, co-operated with Dr. Laubach. Although he was forced to leave before the charts were completed, the two Syrian scholars finished and printed them. These lessons, according to Dr. Laubach, are "the best Arabic lessons for adults ever made."<sup>1</sup>

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1. Ibid., p. 94.



f. In Turkey.

The next lessons were prepared in Istamboul, Turkey. Kemal Ataturk, the dictator of Turkey at that time, replaced Arabic with a Latin phonetic alphabet and made education of children compulsory. With the help of six Turkish scholars, lessons were made and left in the hands of "The People's House", Turkey's only political party at that time. This was done because of the law that adult education must be carried on by the government only.

Thus at the end of the first world tour, from Mindanao to Turkey, literacy charts in thirty languages had been completed.

2. Formation of World Literacy Committee.

During his 1935-1936 furlough, Dr. Frank Laubach toured the United States in the effort to arouse the interest of American educators in literacy. As a result, in the autumn of 1935 a group of interested friends formed the World Literacy Committee.

a. Purpose.

This committee was formed to make funds available for further traveling in the interests of literacy and for the extension of the program that had been initiated by the earlier journeys through the Philippines, India, and other parts of Asia.

b. Its Present Status.

In 1944, the World Literacy Committee, the Committee on Reference and Counsel of the Foreign Missions Conference and the American Christian Literature Society for Moslems became the Committee on World Literacy and Christian Literature of the Foreign Missions Conference of North America with these specific functions:

- I. Interpretation and education in these aspects:
  - a. To secure attention and understanding of the whole subject of world literacy and Christian literature as an arm of missionary enterprise.
  - b. To serve the entire missionary constituency in North America through mission boards with information and literature which can be most economically and effectually provided on a common basis.
  - c. To provide further information in response to requests.
  
- II. Development of techniques of literacy and literature work through:
  - a. Conferences.
  - b. Channelling services of Frank Laubach where needed and desired.
  - c. Working with Area Committees on the use and follow-up of Laubach.
  - d. Training courses for missionary personnel.
  - e. Cultivation of specialized personnel.
  - f. Giving of information to missionaries on furloughs and on the field.
  
- III. Encouraging support from boards for approved projects in literacy and Christian literature either by direct appropriations to Area Committees of the Foreign Missions Conference or to the budget of the Committee on Literacy and Literature.
  
- IV. Securing additional funds from outside of mission board appropriations for further assistance to the total program.<sup>1</sup>

Dr. Alfred Moore has been the executive secretary of the Committee since 1943.

Thus with the formation of this committee the literacy movement ceased to be a one man movement, but instead united the combined efforts of mission boards who realized the necessity of literacy in the missionary enterprise.

### 3. The Campaign in India, 1936-1937.

After a short stay in the Philippines, Dr. Laubach reached India in November, 1936.

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1. Minutes of the Executive Committee Meeting of the Committee on World Literacy and Christian Literature, Dec. 27, 1944.

a. Regional Conferences.

He traveled 16,000 miles from Bombay to Calcutta, from Madura to Lahore, for the forty conferences held, each in a different area of India. These had been arranged by a secretary of the National Christian Council with the co-operation of leading missionaries. Along with the conference, which discussed the problem of literacy from a variety of angles, experimentation of untested theories on illiterate adults was adopted. This formed the program of each of the forty conferences.

The conferences brought out four difficulties or obstacles to literacy in India:

1. As in Arabic lands, in each language area of India there are two languages under the same name, one written and one spoken.
2. It is difficult to introduce new methods because of India's static life where new things are considered dangerous and almost wicked.
3. Educational progress is slow because so many Indian children lapse back into illiteracy after leaving school.
4. Because of India's poverty, illiterates are caught in a vicious circle - "they are poor because they are ignorant and they are ignorant because they are poor."<sup>1</sup>

The discoveries of the Conferences may be summarized in the following points:

1. India was ready for a literacy campaign.
2. Because of the necessity of a large program at low cost, each student would be asked to teach others.
3. The literacy problem is inseparable from literature.
4. There is a need for word-counts of spoken words so that lesson builders will know what words illiterates use.
5. It would be necessary for normal schools to prepare specialists in adult education to direct campaigns and for colleges to conduct courses in journalism to teach men to write clear and simple literature for illiterates.

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1. Laubach: Toward a Literate World, p. 92.

6. It is necessary and yet difficult to simplify the "unnecessarily cumbersome"<sup>1</sup> alphabets.

7. If there are to be successful literacy campaigns there must be full time directors.<sup>2</sup>

The discoveries of these conferences led to the formation and adoption of new methods and techniques in Laubach's literacy campaigns.<sup>3</sup>

b. The Development of Phonetic Lessons in Four Major Languages.

The Tamil charts made on the first tour to India proved a failure, for they offered no improvement over other books and charts already in the field. In addition, many key words were unfamiliar to the illiterates. As a result a committee appointed at the Madras Literacy conference made a new set of Tamil lessons, "easy to understand and easy to teach."<sup>4</sup>

The work of revising the Telegu charts was carried on at Guntur. After a year's experimentation, the committee decided the Telegu language was phonetic enough to use the key-word method as over against the story method.<sup>5</sup>

Under the direction of Rev. J. C. Koenig of Baroda Bazaar, the original lessons made in Hindi in 1935 were improved. Dr. Laubach attempted to "tamper with the Hindi alphabet" but the reaction of the educated Hindus was too great. They claimed their Sanscrit alphabet was "handed down out of heaven."<sup>6</sup>

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1. Ibid., p. 95.

2. Ibid., p. 90-96.

3. Discussed in Chapter II.

4. Laubach; Toward a Literate World, p. 102.

5. Discussed in Chapter II.

6. Laubach; The Silent Billion Speak, p. 113.

Rough lessons were also prepared in Marathi, a language used by more than twenty million people.

c. The Formation of the First Picture Chart.

These tours through India taught Dr. Laubach that a different kind of lessons from those in the Maranaw language were needed in India. While working on lessons in Gujarati in the town of Godhra, north of Bombay, the idea for the first "picture-word syllable" chart came to him. After finding words that began with each of the Gujarati consonants, Laubach and his collaborators made pictures for the words. This method proved a success and lessons in Marathi, Gujarati, Hindi, and Urdu were prepared. These lessons then published by the government at Bombay laid the foundation for the large literacy campaign that took place two years later.

4. The Campaign in East Africa.

In 1937, Dr. Laubach began a fifty-day tour of the East Central region of Africa, the most illiterate continent in the world.<sup>1</sup> This region of Africa has three main groups of languages, the Bantu, the Nilotic, and the Hamitic. Because the alphabets of these languages were so much simpler and more phonetic, the lessons in Africa were easier to make. Other difficulties arose in that there are sounds in Africa for which whites have no letters. Then there is the question of what language to teach the illiterate since the hundreds of dialects and languages so shade into one another that it cannot be determined

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1. Laubach: Toward a Literate World, p. 118.

where one ends and the next begins. This problem Laubach had to leave in the hands of missionary scholars.

a. In Kenya.

In the colony of Kenya with the aid of his committee, the faculty of the Maseno School for Boys, Dr. Laubach began work in the Dholuo language of the Sudan group. With the help of a dictionary and grammar that a Catholic priest had prepared, the lessons were easily made. The picture-word-letter method was introduced into Africa and proved successful.

After preparing lessons in the Olunyore language at Bunyore, Dr. Laubach began work in the most important of all the Bantu languages in Kenya, Kikuyu, spoken by over a million people. Laubach and his committee of three educated Africans had to solve a spelling question-whether to use the Latin spelling or a different spelling used by Protestants.<sup>1</sup> The Latin form was decided upon for its simplicity.

Before Laubach's departure the Director of Education called a literacy conference consisting of Protestant and Roman Catholic missionaries. The financing and leadership for the new campaign was to rest with the Director and missions and other private agencies were to work with his supervision.

b. In Zanzibar.

The Island of Zanzibar, the home of the Swahili language, was the next point of the tour. The language contains many Arabic words,

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1. The Italian Fathers working among the Kikuyu had adopted the Latin spelling as used in Italy. On the other hand, the Protestants had consulted German authorities and had adopted a very different spelling, especially for vowels.

but has a comparatively "simple grammar with few irregularities."<sup>1</sup> With the help of the Director of Education and the appointed committee, Dr. Laubach prepared Swahili lessons with and without Arabic letters. In the preparation, the picture-word-letter method was used and again proved a success.<sup>2</sup>

At Dar es Salaam, the capital of the British mandated territory of Tanganyika, Laubach and his helpers developed Swahili lessons by a new method called the "picture-word-syllable." A word and a picture were made for each syllable. Tests given to illiterates by the Director of Education proved they were a great improvement. As a result the Governor gave his approval and encouraged immediate co-operation with Zanzibar.

#### 5. The Campaign in South India, 1938-1939.

##### a. Development of Lessons in Four Languages.

From East Africa Dr. Laubach sailed to Bombay and arrived on June 12, 1937. He had sixteen days to adapt the Indian lessons to the new picture-word-syllable method. During that time he changed the earlier Marathi lessons to conform with the African charts. In Medak eighteen missionaries and Indian teachers made literacy lessons in the Telegu language in three days. Later when the committee tested the illiterates with the lessons, they called them "miraculous", "perfect."<sup>3</sup> At Bangalore in Mysor State Laubach prepared charts in Kanarese, a language in which he had never attempted lessons. The Kanarese lessons brought approval from educators and government officials. Finally, at

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1. Laubach; The Silent Billion Speak, p. 138.
2. Laubach; Toward a Literate World, p. 125.
3. Laubach; The Silent Billion Speak, p. 148.

Madras, he conformed the Tamil lessons to the new African type before leaving India. Outstanding is the speed and efficiency with which Laubach and his co-workers accomplished the large task of conforming these Indian lessons to the new method.

b. Use of Picture-Chain Chart.

After returning to Lanao and experimenting for a year, Dr. Laubach developed a new method, called the "picture chain."<sup>1</sup> The lessons based on this method were even simpler than those of Africa. Dr. Laubach was anxious to try these throughout India, but his opportunity did not arrive until December, 1938.

c. Rise of Mass Literacy Campaigns.

Simultaneously literacy campaigns were launched by missions and government agencies between November 1938 and April, 1939. All of India was united in making the country literate.

1. The International Missionary Council at Madras.

Dr. Frank Laubach arrived in India for the conference of the International Missionary Council at Tambaram, near Madras. Frank Whittaker, secretary of the National Christian Council of India had arranged 218 meetings of various kinds to take place preceding and following the Madras conference. These conferences, including the Madras conference, were held for the purpose of organizing literacy campaigns and of appointing committees to prepare literature.

From Colombo to Kashmir and from Assam to Bombay, governors, devans, premiers, ministers and directors of education, college presidents and professors, inspectors of schools, leaders of the

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1. Discussed in Chapter II.



Hindu, Moslem, and Christian religions, sixty princes and a leading Maharaja gave their personal support.<sup>1</sup>

## 2. The Organization of Government Campaigns.

On or before May 1, 1938, two presidencies, three provinces, seven states and the city of Bombay began literacy campaigns. These campaigns arose simultaneously as a result of the establishment of the Indian Congress government under the leadership of Mahatma Gandhi. It grew clearer to the members of the Congress that India could never be democratic when only eight out of a hundred citizens could read. The premiers of the congress-controlled provinces and the devans of many states issued orders to their Ministers of Education to start literacy campaigns; the ministers passed the responsibility on to the directors of education.

Dr. Laubach's part in these campaigns was traveling through India, meeting with the directors of education to give suggestions as the campaigns progressed; working further on the Kanarese lessons in the Oriya and Garo languages; addressing huge assemblies; instructing teachers to teach; and witnessing constantly the zeal for literacy in India, a zeal which he was largely responsible for spreading. As a result, the percentage of literates for the entire country increased from less than seven per cent in 1931 to twelve per cent in 1941.<sup>2</sup> It is not only outstanding that India was stirred into action for the cause of literacy but also that every state and province of India, provincial governments, city governments, and missions worked hand in hand.

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1. Laubach: India Shall be Literate, p. 11.
2. Laubach: The Silent Billion Speak, p. 153.

6. The Campaign in Latin America During the War Years, 1941-1946.

The outbreak of World War II prevented Dr. Laubach from returning to India and Africa and kept him in the Western Hemisphere. It was inevitable that the Latin American tour should take place and that the crusade for literacy should extend to another continent.

a. Purpose of the Tour.

The Division of Intellectual Co-operation of the Pan American Union and representatives of the State Department recommended that Dr. Laubach travel through Latin America to introduce to educators and others his method of teaching illiterates.<sup>1</sup>

b. Extent of the Tour.

Between 1942 and 1946, Dr. Laubach covered South America, Central America, the West Indies, and Mexico in three tours. The first tour, from 1942-1943, covered ten Latin American countries while the second from 1943-1944 covered twelve countries, and finally the third from February to March 1945 covered the Honduras and Mexico. To give a detailed description of the tour in each country would involve repetition of data discussed previously.

c. Accomplishments of the Tours.

According to the methods previously used, Dr. Laubach prepared lessons in new languages: in Brazil, Portuguese; in Colombia, Spanish; in Ecuador, Spanish and Quechua; in Peru, Spanish and Quechua; in Bolivia, Spanish, Quechua, and Aymara; in Guatemala, Spanish, Quiche, Cakchiquel, Conok, Mam, Kekchi; in Mexico, Spanish and three of the

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1. Minutes of Committee on World Literacy, Feb. 18, 1942.

Aztec languages; in Yucatan, Maya; in Haiti, Creole; in Cuba, Spanish; in the Dominican Republic, Spanish; in Puerto Rico, Spanish; in Jamaica and Trinidad, English; in Paraguay, Spanish and Guaraajuns; in Honduras, Spanish and Mésquita; and in Nicaragua, Spanish.<sup>1</sup>

Dr. Laubach discussed with the Ministers of Education the use of literacy charts, the training of teachers, the methods of carrying on a literacy campaign, the producing of simple literature, and the co-ordination of efforts among different evangelical groups.

In Haiti Dr. Laubach had notable success in teaching 40,000 adults to read and write simple English. As a result he developed his streamlined English lessons.

d. Results of the Tour.

In 1947 Dr. Lorenzo Filho, Minister of Education in Brazil, launched a nationwide literacy campaign using a million and a half Portuguese charts based on the Laubach method.

In March, 1945, Mexico began a tremendous literacy drive. A law required every Mexican to learn or to teach or pay a fine. In one year over a million persons were taught.<sup>2</sup>

Peru, also, launched a literacy campaign and on a return visit Laubach found 14,000 paid teachers as well as volunteers using his picture-syllable lessons.

In addition, the governments of Bolivia, Venezuela, and Cuba launched literacy campaigns.

These tours resulted not only in the action of many Latin

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1. Frank Laubach: Teaching the World to Read, p. 30.  
2. Ibid, p. 31.

American governments in the starting of literacy campaigns, but also revealed that "evangelicals were grasping the possibility of literacy work and its potentialities. The need was seen for united effort in literacy of bringing missionaries and nationals of different denominations together."<sup>1</sup>

7. The Recent Campaigns, 1947-1951.

The campaigns in recent years differ from the previous ones by the fact that Robert Laubach, son of Dr. Laubach, and an artist accompany him on his campaigns. Their transportation is by plane which isn't as "good for preparatory work as a sea passage."<sup>2</sup>

a. In the Near East, 1947.

Their Near Eastern tour covered Egypt, Syria, Lebanon, and Iran. In Egypt where ninety per cent were illiterate the simplified Arabic lessons were used in the literacy campaign. When Dr. Laubach arrived in January 1947, he found mission groups, Egyptian and American government representatives "working together for the common cause of nation-wide literacy."<sup>3</sup> Catholics, Copts, Greeks, as well as Christians showed interest in the campaign and agreed to publish the follow-up book, The Story of Jesus, in Arabic. At the request of the government two other follow-up books in Arabic were prepared: Helping the United Nations and Four Friends of Egypt.

In Syria their program was similar to that of Egypt. In addition they trained the students of the Lebanon-Syria American Junior

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1. William Stanley Rycroft: Report on Latin American Campaign, 1943-1944.
2. Hewitt, op. cit., p. 16
3. Literacy News Letter, No. 8, 1947.

College to teach. In Iran lessons were prepared in Persian and Armenian, which has a perfectly phonetic alphabet. In all places they received the co-operation of the government and missions.

In June, 1947, they returned to the Philippines, where, in war's aftermath, reconstruction was being undertaken. In spite of the burned missions, the people expressed the desire to reopen their adult literacy program.

b. In West, Central, and South Africa, 1948.

From December 1947 to July 1948, the Laubach literacy team consisting of Dr. Laubach, his son Bob, and Mr. and Mrs. Svend Olson, artists, began their tour of Sierra Leone and covered the countries of Liberia, the Gold Coast, Nigeria, French Cameroon, Belgian Congo, Northern and Southern Rhodesia, and the Union of South Africa.

In Sierra Leone where more than ninety-five per cent of the 2,000,000 people are illiterate, with the co-operation of missionaries of the Assemblies of God, United Brethren, Wesleyan Methodist, and American Church Missionary Association, Dr. Laubach prepared lessons in nine languages and helped organize literacy campaigns in seven main languages. The campaigns were to be conducted through the churches, schools, native administration offices, and in the village markets and were to be backed by the director and Chief Commissioner of Education of Sierra Leone.

In Liberia a literacy conference was held at the Methodist College of West Africa where thirty-six representatives of the Lutheran, Methodist, Episcopal, Baptist, Assemblies of God, Seventh Day Adventist, and Worldwide Evangelical Crusade missions met with Dr. Laubach to plan joint action in the literacy campaigns. With this staff they prepared.

lessons in eight languages. Before the campaigns began, the lessons underwent a three-month experimentation and checking. The Department of Education, whose plan was to teach everyone English, agreed finally with Dr. Laubach that the "right way, the scientific way, was to teach the Roman letters through the medium of their own language, then they could learn English through both eye and ear."<sup>1</sup>

In Nigeria lessons in four languages were completed with four languages to be finished by missionaries of the Sudan Interior and Sudan United Missions, and of the Christian Missionary Society of the Anglican Church. While on the Gold Coast the Laubachs received the co-operation of many mission and government colleges in the preparation of lessons in six languages. The visit to the Belgian Congo was outstanding for its conference of 240 teachers and students who gathered to discuss the question of "literacy as evangelism - how to witness for Christ each day while we teach our students to read."<sup>2</sup> In addition literacy conferences were held to organize campaigns and prepare lessons in twelve languages.

In the Union of South Africa, Dr. Laubach found the eager co-operation of the Institute of Race Relations, in addition to such organizations as the "Wayfarers", "Manyanos", "Girl Guides", "Pathfinders", churches, unions, schools, prisons, which were eager to start classes and to sponsor literacy campaigns.<sup>3</sup>

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1. Africa News Letter, No. 3, Feb. 1, 1948.
2. Africa News Congo Letter, No. 5, Apr. 24, 1948.
3. Africa News Letter, No. 7, June 25, 1948.

In this African tour, lessons in sixty-three languages in nine different countries were prepared. These statistics could only have been attained, to quote Dr. Laubach, by: "Excellent co-operation, [his son] Bob, the Olsons, drawing pictures, lots of previous experience, and American mimeograph machines to print experimental copies."<sup>1</sup> Mass production in literacy had become possible. Finally, "literacy as evangelism" became a working principle in the Laubach method and was adopted by enthusiastic missionaries.

c. In Asia and Australia, 1949.

Dr. Frank Laubach, his son Bob, and the artists, Phillip and Ewing Gray, covered the countries of Siam, India and Pakistan, New Guinea, Australia, and Korea in their 1949 literacy tour.

Dr. Laubach went to Siam at the invitation of the Siamese government and American Mission forces. The Siamese Department of Education and U.N.E.S.CO. cooperated in the launching of the national literacy campaign. Difficulty was encountered in preparing lessons in the Siamese language which has twenty-one consonants but forty-four consonant symbols, as many vowels as consonants put before or after, or above or below the consonants.<sup>2</sup> Lessons were made using the method of teaching the letters by associating the shape with a meaning and used experimentally in demonstration campaigns throughout Siam by the Laubach team.

To meet the problem of India of writing and publishing literature for new literates, Dr. Laubach planned the course of adult literacy

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1. Ibid., No. 4, March 5, 1948.

2. Cf. Far East News Letter, No. 1, Feb. 3, 1949.

now used in India.<sup>1</sup> Throughout Pakistan Dr. Laubach attended literacy conferences held by Presbyterian (U.S.A.), United Presbyterian and American Methodist missions. At the literacy conference at Forman College the first draft of lessons in Punjabi using Roman letters was completed.

On the northern coast of New Guinea, education officers and fifty missionaries representing the Lutheran Mission, the Missouri Synod Lutheran Mission, Anglicans, London Missionary Society, British Methodists, Seventh Day Adventists and Roman Catholics met with the Laubachs for ten days and made lessons in thirteen languages. Because of many cannibal tribes, it is difficult to estimate the number of languages in New Guinea, but eighty-two languages are known to exist. These statistics reveal that the work has barely begun there. Dr. Laubach found the unevangelized tribes of New Guinea not only anxious to become literate but also eager to become Christians.

The 1949 literacy tour ended with the visit to Korea. With the aid of Presbyterian missionaries, the Laubach team prepared Korean lessons and the United States Information Service mimeographed them. At Seoul, Chongju, and Taegu, conferences were held to push literacy and to demonstrate the lessons. As never before, Dr. Laubach realized the necessity of literacy as a means of evangelism in the face of the Communist threat. As a result the Laubachs printed a book of seventeen pages called "Teach One and Win One."<sup>2</sup>

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1. Ibid., No. 4, Apr. 5, 1949.

2. Cf. Far East News Letter, No. 7, July 3, 1949.



With the emphasis on literacy as evangelism on this 1949 tour, Dr. Laubach advocated the establishment of training centers in America for all outgoing missionaries so they will understand literacy and evangelism, and will know how to develop journalists to write especially for the new literates. Thus the slogan "Each One Teach One and Win One"<sup>1</sup> became a part of the literacy movement.

d. In Africa, 1950.

The program of the 1950 African literacy campaign was largely a repetition of programs on the previous African tour in 1948. On this tour Dr. Laubach was accompanied by Dr. Maurice Hohlfeld, specialist in phonetics. Upon arriving in Liberia, the literacy team witnessed the opening of the Literacy Campaign by the President of Liberia. The lessons prepared by Dr. Laubach in 1948 were used.

The Laubach team helped organize a literacy campaign in Angola by preparing lessons in Portuguese and the native language, Kimbundu and training 130 teachers. This same program was repeated in Portuguese West and East Africa, Nyasaland, Uganda, and French Cameroun.

On this tour literacy as evangelism became even more of an emphasis. Dr. Laubach put "Each One Teach One and Win One" into action in his program for adult literacy - the illiterate as he learns to read comes to know and love Jesus and by the time he can read the Bible is ready to accept Him as his Saviour.<sup>2</sup>

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1. Cf. Far East Literacy Newsletter, No. 8, 1949, Message from Frank Laubach.
2. Discussed in Chapter II.

e. In North Africa, Near, and Far East, 1951.

Beginning in January, 1951, the Laubach literacy team covered North Africa, traveling eastward from Algeria to Cairo, Egypt. They arrived at Tripoli at the invitation of the Department of Education and finished lessons in Arabic and French and made a draft of lessons in Italian. In Cairo at a meeting of the Egypt Inter-Mission Council, which discussed the entire program of literacy and literature, Dr. Laubach found that the government literacy campaign had not gone well while the church campaign had gathered fine results.

In Israel and Jordan at the invitation of the literacy committee of the United Nations Relief Works Administration, Dr. Laubach arrived and witnessed the literacy campaign organized by an Egyptian Christian woman named Helena Mickhael.

In India Dr. Laubach attended the conference at Nasrapur, the first ever held in India for the purpose of preparing literature for the new literates. "India's problem is not so much how to make people literate, as how to supply them with enough good reading to keep them literate."<sup>1</sup> As a result of the conference forty one-page stories on the life of Jesus in addition to articles on health, agriculture and village life were to be edited for publication by the National Christian Council supported jointly by British and American Mission Council funds.

In Afghanistan Dr. J. Christy Wilson of Princeton Theological Seminary joined the Laubach team as official Persian interpreter. They prepared lessons in Persian and tested them on illiterates with fine

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1. World Literacy News Letter, No. 3, 1951.

results. Dr. Laubach expressed his conviction that he and his team had "at last discovered the way to make wonderful lessons in any language on earth."<sup>1</sup> He would like to make new lessons in every country that he had worked more than three years ago. Thus it has taken seventeen years to develop their present skill.

In Burma Dr. Rex, with many years of experience in adult literacy work in Latin America, joined the literacy team as consultant on organization of literacy programs and make contacts with government officials. Although the irregularities of spelling in the Burmese language made lessons difficult to prepare, a primer of twenty-two lessons, the longest in any language except English, was completed.

The history of literacy campaigns has not ended at this writing but promises to continue since Dr. Laubach has expressed the desire to return to India in 1952.

#### E. Summary

It was seen that Dr. Laubach's interest in the Philippines and his missionary experience there prepared him for his literacy work. In his effort to reach a common ground with the Moslem Filipinos, he arrived at the necessity of teaching them to read. In the breakdown of the Maranaw language, a key was found and the development of a method was begun. The literacy movement became national and then international in scope when this method was found adaptable to other Philippine dialects and languages of the Near East.

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1. Ibid., No. 4.

With the formation of the World Literacy Committee the literacy movement expanded in its support. Dr. Laubach was backed by the united efforts of missions.

Through the 1936-1937 campaign in India, regional conferences became an important part of the literacy campaign and a new development in method in the form of the picture chart was introduced. Lessons in East African languages were developed according to this method. Then an improved method, the picture chain, was introduced and used throughout India.

The literacy movement developed along the lines of co-operation between mission and government, first in India where mass literacy campaigns began. This co-operation was witnessed in all of the literacy campaign tours undertaken by Dr. Laubach.

Instruction became important in the literacy movement; instruction in the use of literacy charts, in the training of teachers, in the organization of campaigns, and in the production and distribution of literature for the new literates. This too was seen in the Latin American campaigns and especially in the recent campaigns.

As the literacy movement covered more territory and reached more people, the Laubach literacy team expanded with the addition of Robert Laubach, the Phil Grays as artists, and Dr. Rex as consultant and contact man.

As experience grew in languages, improved methods resulted and lessons were constantly revised and improved.

As a result of the recent campaigns literacy under Laubach included evangelism and "Each One Teach One and Win One" became an integral part of the literacy movement.

CHAPTER II

THE DEVELOPMENT OF TECHNIQUES  
IN LAUBACH'S PROGRAM OF LITERACY

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A. Introduction

Through his experiences and experimentation with many languages in his literacy tours, Dr. Laubach developed three general principles basic in his program of literacy:

1. The material must be interesting and graded.
2. The material must be so simple that trained teachers are not necessary.

The third is a psychological principle basic in the teaching of illiterates:

3. The teacher must never progress more rapidly than the pupil's ability to master material covered.

From this third principle other psychological principles have been developed.

This chapter will seek to discover how Dr. Laubach, with these three underlying principles as a basis, set out to develop certain techniques in each phase of his literacy program often described as "a combination of phonetics and psychology."<sup>1</sup> It will seek to reveal how each method developed in the presentation of the basic structure of language was an attempt to overcome the weaknesses and failures of each preceding method. It will attempt to show how the present program

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1. Education: "One Man Literacy Crusade," Life, Apr. 11, 1949.

used in Dr. Laubach's literacy campaigns developed. The present set-up of the organization of a literacy campaign, the preparation and presentation of a lesson, the preparation of the staff, and the organization of the follow-up were all outgrowths of preceding experiments along these lines. It will seek to show that the techniques of each stage were a natural development in this progression. This chapter will be a preparation for an estimate of the Laubach literacy programs being carried on in various countries, to be presented in the following chapter.

B. The Methods Developed in the Presentation  
of Basic Structure of Language.

In the study of any language, alphabet and phonetics are important. Since the sounds of a language are basic to everything else, alphabets, i. e. a collection of signs, are used to represent these sounds. The system of phonetics, i. e. the science of sounds used in speech,<sup>1</sup> indicate the differences in the pronunciation of sounds in a language. By the system of phonetics, Dr. Laubach has developed various methods in the presentation of the basic structure of language.

Two methods widely used in teaching people to read are the alphabet and the story methods.

1. Alphabet.

In the oldest method of teaching people to read, the first process was the memorization of the letters of the alphabet, and

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1. Eugene A. Nida: Learning a Foreign Language, Committee on Missionary Personnel of the Foreign Missions Conference of North America, New York, p. 87.

building them into words. Until recent years this introduction to reading was the most commonly used method throughout the world. However, its cruder forms are no longer defended by sound educators although variations of the alphabet method are widely used. Dr. Laubach cites an example of the successful use of a variation in this method. Mrs. Devasahayam, of the Madras Presidency in India, arranged the Tamil alphabet in accordance with the shape of the letters, teaching the sounds of about five of these at a time. In two days a bright Tamil could repeat all of this alphabet by studying three or four sessions a day, and could then begin to read slowly in easy Tamil because Tamil is spelled phonetically. However, her good results were due largely to her skillful teaching.<sup>1</sup>

## 2. The Story Center.

The story method is the most widely used in teaching English to children. Words and phrases are taught first and then followed by phonetics to show that the same letters or combinations of letters have the same sound in a number of familiar words. An argument for this method is that the individual sees at once several words at each glance of the eye. Teaching illiterate adults by this method is for the most part a disappointment, for the adult does not learn by the story method nearly so rapidly as the child.

In India Mr. W. J. McKee made the story method well known by his lectures and his book called "Teaching Primary Reading by the Story

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1. Laubach: Teaching the World to Read, p. 91.  
Laubach: India Shall Be Literate, p. 14.



Method" which employed the child's story of "The Little Red Hen", and was written with children in mind. His training school at Moga was an outstanding exponent of the story method and had its best results with children.<sup>1</sup>

Dr. Laubach raises two questions concerning the story method:

1. In languages that are perfectly phonetic, as 95 per cent of the world's languages are, could not more rapid progress be made by introducing adults to phonetics first?
2. Should we not lean heavily on the adult's power of reasoning and lightly on his memory?<sup>2</sup>

In support of his first question Dr. Laubach states that the adult would have a small memory load and after learning phonetics he would be able to read and recognize all the words they had ever spoken. Both above considerations have proved true in Dr. Laubach's experience for he claims that "it is possible to make a set of lessons that are easy to memorize and that enable a man, through the exerting of a little reasoning power, to read anything that he has already been able to speak intelligently."<sup>3</sup>

The above claim is supported by the following techniques that Dr. Laubach has developed in presenting the basic structure of language.

### 3. Key-Word.

#### a. Definition.

The lessons that Laubach originally prepared in the Philippine dialects centered on three or four key words which together contain

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1. Laubach: Teaching the World to Read, p. 93.  
Laubach: India Shall Be Literate, p. 15.
2. Laubach: Teaching the World to Read, pp. 93, 94.
3. Ibid., p. 94.

every consonant in the alphabet, but contain each consonant only once.<sup>1</sup> For example, in the Maranaw language there are twelve consonants and four vowels, which when combined form their forty-eight syllables. Three key words which used the twelve consonants, each followed by the sound "a" were found. They were "Malabanga" (a town), "karatasa" (paper), "paganada" (to study). From these key words, words of two syllables were derived. From ma la ba nga eleven words could be formed: mama, ama, mala, lama, ala, lala, laba, bala, baba, banga, and manga. By combining these same consonants with "i" other well known Maranaw words were formed: mimi, ami, lili, ali, bibi, bangi, ngingi. The process continued in the same manner using all four vowels.

b. Use.

This method was adaptable to all the Philippine languages, to all Malay, Micronesian, Polynesian, and African languages, and to the languages of Southern Europe. In his first visit to India in 1935, Dr. Laubach prepared four sets of key-word lessons in Marathi, Hindi, Tamil, and Telegu, which were not successful. In India there are ten to twelve vowels and forty odd consonants in addition to the fifty to four hundred exceptional combinations of letters to be memorized. Then the written literary languages and the spoken colloquial dialects are more or less unlike, sometimes overlapping not over fifty per cent. The spoken and written words do not offer the selection of two syllable words needed to make a success of the Philippine key-word method.<sup>2</sup>

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1. Frank Laubach: Key System of Teaching Illiterates, p. 1.
2. Laubach: India Shall be Literate, p. 22.  
Cf. Appendix, Chart I, p. 95.

#### 4. Key-Word Picture.

The failure to adapt the Philippine key-word method to the Indian languages forced new experimentation which resulted in the formation of the key-word picture.

##### a. Definition.

This method used pictures to serve as keys to the words, which in turn served as keys to their initial sounds. The Laubach primers that appeared between 1935-1938 began with a picture on the top or left margin, gave the name of the picture, then rearranged the syllables in the pictured word and combined them with other syllables already learned.

##### b. Use.

The key-word picture method was an improvement over the key-word method in preparing lessons in India. Primers based on the key-word picture method were prepared in the Indian languages of Tamil, Telegu, Hindi, Marathi, Bengali, Urdu, and Punjabi and were used widely and successfully in the literacy campaigns between 1935 and 1938.<sup>1</sup>

#### 5. Picture-word Syllable.

The former methods described achieved only one of the two of Dr. Laubach's objectives. The lessons based on these methods achieved the first objective of being easy for adults to learn but they did not lend themselves to the second objective of "each one

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1. Ibid., p. 23.

Cf. Appendix, Chart II, p. 96.

teaching one."<sup>1</sup> Through experimentation on his return to the Philippines in 1937, Dr. Laubach invented a new method, the picture-word-syllable method.

a. Definition.

This method is well called a "page of pictures, a page of words, and a page of syllables."<sup>2</sup> The first page contains key words using the vowels and consonants of the language. This is followed by a page of pictures illustrating each word. The third page contains syllables in squares, consonants down the page, vowels across, based on the page of key words. The pictures aid not only in learning words but also syllables, which are combined into other words in later lessons.

b. Use.

The picture-word-syllable method was accepted and widely used in India. This solved the problem of the lack of trained teachers, for by this method the new literates were able to teach others without much instruction. The method was used in the Philippines along with the key-word method, which was less expensive and produced good results for the teachers there. The picture-word-syllable method had another advantage over the key-word method in that it is easier in most languages to make good lessons by this method than by the key-word method.<sup>3</sup>

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1. Ibid., p. 26.

2. Loc. cit.

3. Laubach: *Toward a Literate World*, p. 154.  
Cf. Appendix, Chart III, p. 97.

## 6. Picture-Chain Chart.

Because it was impossible to find a picture to illustrate every syllable in many languages, further experimentation was conducted in the "Lanao laboratory"<sup>1</sup> and an improvement was made in the picture-word-syllable method by the picture-chain chart.

### a. Definition.

In the picture-chain chart only one row of pictures is used to illustrate the first row of syllables. Each picture is attached to the one above it. These are associated by a simple story. In this way the whole row of pictures can be memorized easily. When the pictures are covered, the pupil can repeat the words beside them while thinking of the pictures.

As this method developed the linking of pictures together was abandoned because each letter must be learned out of its context. Since then a row of pictures for each vowel has been used. Each vowel sound is taught by using it with all the consonants. Flash cards are also used with pictures on one side and syllables on the other for the mastering of the consonants. These improvements made possible swifter progress so that an illiterate could be taught to read the first chart in ten minutes.<sup>2</sup>

### b. Use.

During the third tour in India, 1938-1939, the picture-chain charts were introduced in fourteen of the Indian languages and were

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1. Laubach: India Shall be Literate, p. 28.
2. Laubach: Teaching the World to Read, pp. 95, 96.  
Cf. Appendix, Chart IV, p. 98.

used successfully.<sup>1</sup> They had been tried out in the Philippines where they had first met with success. All the lessons made in Latin America during 1940 and 1942 used the unconnected pictures. Since 1944 Dr. Laubach has used pictures for each vowel.<sup>2</sup>

C. The Techniques Developed in the Organization  
of a Literacy Campaign.

The literacy campaign is an important feature of the Laubach method of literacy because it is the means whereby the Laubach methods developed in the presentation of the basic structure of language are applied. The organization of the literacy campaign is not separate from the preparation and presentation of a lesson, nor the preparation of the staff, nor the organization of the follow-up, but rather the latter are a part of the literacy campaign. Because of the importance of the techniques developed in each of these aspects of the campaign, each will be discussed in a separate section in the chapter.

1. Preparation Beforehand.

The organization of a literacy campaign depends upon the size of territory to be covered and therefore is not limited to one method. However, the nature of preparation beforehand is basic to all literacy campaigns although the details in the preparation differ according to the size of the campaign.

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1. Laubach: India Shall be Literate, p. 28.
2. Laubach: Teaching the World to Read, p. 96.

a. The Campaign Director.

Basic in the preparation of a literacy campaign is the choosing of a well qualified individual for the position of campaign director. "The proper selection and training of the campaign director is as important as any other one detail in the whole literacy program and the man who directs the entire campaign must be unusual in his qualifications."<sup>1</sup> He must have organizing ability, powers of leadership, and above all "the great love for the little people of the world, a love that yearns and that prays for the emancipation of the masses."<sup>2</sup> In addition, he must have the perseverance based on this love that will carry him through all discouragements and failures and "that will never say impossible."<sup>3</sup> This enthusiasm for literacy should be evident since sympathy and humility are so necessary in literacy work. If possible the individual should be drawn from the ranks of the illiterate, having become educated without having lost contact with his people. For often men of high influential positions in their community will be condescending in their attitude and will become easily discouraged in the face of difficulty.

As a part of his training the prospective director should have the experience of working with another campaign director for at least two months, participate in a campaign, share in the preparation of a set of lessons, teach a number of illiterates, and read widely on the question of literacy and adult education. In addition he must know

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1. Laubach: Teaching the World to Read, p. 138.
2. Loc. cit.
3. Loc. cit.

the district he is to direct, the illiterates and their social and intellectual backgrounds.<sup>1</sup>

The director will have the responsibility of not only organizing and setting up new campaigns throughout his territory, but also of remaining with each campaign one or two months to hold conferences with the staff discussing chief problems. After the campaign has been organized he has the further responsibility of re-organizing and evaluating the work accomplished.<sup>2</sup>

b. The Literacy Conference.

The conference for the purpose of organizing a literacy campaign has become an important technique in effective organization. This gives the campaign director an opportunity to gather together church and civic leaders and those interested in the promotion of adult literacy in a conference from one to three days. The conference requires careful planning as to the choice of delegates, officers, speakers, the agenda, and the committees appointed.<sup>3</sup> The subjects for discussion point out the importance of the type of literacy conference in relation to the whole program of literacy:

1. Value of literacy.
2. Organization of literacy campaign.
3. Preparation and presentation of lessons.
4. Literacy schools and personnel.
5. Psychology of an adult.
6. Co-operation of agencies such as religious organizations, colleges and industries.

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1. Ibid., p. 142.
2. Ibid., p. 140.
3. Laubach: India Shall Be Literate, p. 131.



7. Preparation, production and distribution of literature.
8. Value of continuation committees.
9. Plans for other conferences.<sup>1</sup>

c. The Financing of a Campaign.

Financing a literacy campaign becomes an important factor in carrying out the plans made at the literacy conference. The expenses of a campaign are moderate or heavy according to the type of campaign and the extent of volunteer services of persons and agencies. The main items of expense are for "printing, teacher supervision and personnel, newspaper service, radio time, and transportation for directors, teachers, publicity and promotion workers."<sup>2</sup>

Various agencies finance literacy campaigns. If the Federal government assumes the responsibility of conducting the campaign, it also assumes its expenses. Often literacy expenses are shared by private and civic agencies. However, in most literacy campaigns, missionaries have "played the major role",<sup>3</sup> because of their desire to get the Bible into the hands of the people. Therefore most campaigns have depended on the services of missionary forces and the financial contributions of mission boards.<sup>4</sup>

d. Publicity For the Campaign.

The use of publicity to promote a literacy campaign is another technique in effective organization. A month before the campaign is to start, posters announcing the coming campaign are placed

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1. Cf. Laubach: Teaching the World to Read, pp. 157-159.

2. Ibid., p. 131.

3. Ibid., p. 136.

4. Ibid., pp. 133-136.

in outstanding places such as post offices, village walls, automobiles, buses, etc. These posters are important in selling the idea of literacy to the illiterates. For example, one poster read, "Why You Need to Read", with twelve reasons listed beneath the title.<sup>1</sup> In larger campaigns, newspapers, radio, and motion pictures are used to enlist professional skills, popularize literacy work, enlist financial and professional support, educate the public on the advantages of a literate populace, and to create the desire of literacy among the illiterates.<sup>2</sup>

e. Supplies Used in a Campaign.

In determining the supplies needed a survey should be made as to how many illiterates will need lessons and how many persons will be available as teachers. Accordingly, such supplies as the following will be needed:

1. A few large phonetic charts on waterproof paper, to be placed in public gathering places.
2. A sufficient number of charts and primers to supply each illiterate.
3. Report sheets, a sheet for every ten illiterate persons.
4. A supply of certificates to be given the illiterates who learn to read.
5. A supply of simple second stage booklets or pamphlets for the new literates to read after they finish the primer.
6. Slates or sheets of paper in tablets, equal to about half the adult illiterate population.
7. Notebooks and stationery for the manager and his staff.
8. An office for the manager with equipment such as a file, table and chairs.
9. A signboard to be placed outside the adult literacy office.<sup>3</sup>

f. Personnel of a Campaign.

The organization of the staff of teachers is a part of the

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1. Cf. Laubach: India Shall Be Literate, pp. 63, 64.
  2. Laubach: Teaching the World to Read, pp. 132, 133.
  3. Ibid., pp. 144, 145.
- Cf. Laubach: India Shall Be Literate, p. 64.

preparation beforehand. The director of the campaign works with his village manager or his urban staff in making a survey of all prospective teachers and in gathering them into groups to be trained in the techniques of conducting campaigns and in the methods of teaching.<sup>1</sup> The preparation of the teaching staff will be discussed later in the chapter.

## 2. Types of Campaigns Conducted.

Two types of literacy campaigns are conducted: those in small villages and those in urban communities. The basic techniques of a literacy campaign hold true for both these types which differ only in the scale on which they are conducted.

### a. Small Village.

In the campaign conducted in the small village, all the resources of that village are utilized. The director of the village campaign is called the "Manager"<sup>2</sup> and in many cases works directly in such matters as determining the supplies needed, finding and training his staff of teachers.

However, a Board of Control may be organized as an intermediary between the campaign manager and his teachers. The campaign manager selects the members for this Board from among his most effective and active teachers with one member representing every ten teachers. This Board of Control expands as the campaign grows. The following

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1. Laubach; Teaching the World to Read, pp. 145, 146.  
Laubach; India Shall Be Literate, p. 66.
2. Laubach; India Shall Be Literate, p. 60.

are a Board Member's duties:

1. Receive literature from the Manager's control office, and distribute it to his teachers.
2. Observe the skill of teachers under his care, aiding them where they are weak, and reporting his findings to the campaign manager.
3. Receive from his teachers an accurate report of the students taught.<sup>1</sup>

From the Board of Control committees are selected toward the end of the first month of the campaign, such as a library or reading room committee, a newspaper subscription committee, and Adult Education Committee for post-literacy classes, committees on census, promotions, and recommendations.<sup>2</sup>

The teaching staff of a village campaign consists of "everybody, men and women, old and young, officials and private citizens with much learning or with little, every reader, is to become a member of the teaching staff of the 'village university'."<sup>3</sup>

b. Urban Community.

The literacy campaign conducted in an urban community requires "a great deal of machinery"<sup>4</sup> and detailed planning and organizing through committees and sub-committees. Heading the campaign is the Director and his literacy campaign committee composed of subcommittees which take care of publicity, finances, supplies, training of teachers, distribution of equipment to teachers, organizing teaching centers. In the case of the government campaign the Minister of Education with

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1. Ibid., p. 69.
2. Loc. cit.
3. Ibid., p. 66.
4. Laubach: Teachint the World to Read, p. 152.

his provincial committee is the Director of the campaign while three kinds of committees act as intermediaries between the Minister and the teacher: a center or school committee for the purpose of helping and supervising the teacher, a sub-divisional committee and a district committee.<sup>1</sup>

A large teaching staff is needed and obtained from various areas. Students and teachers of high school and universities are enlisted while other social organizations respond with volunteers. College and school buildings, municipal, government and private premises are used to hold classes. In most cases classes are held in the open on verandahs, or open plazas.<sup>2</sup>

D. The Techniques Developed in the Preparation  
and Presentation of a Lesson.

Directly related to the techniques developed in the presentation of the basic structure of a language are the techniques developed in the presentation of a lesson because the latter techniques are the application and utilization of the former. The presentation of a lesson is divided into two steps: the building of lessons and the teaching of lessons. The techniques developed in each of these steps will be discussed in the following.

1. Building Lessons.

Building lessons is making or developing a set of lessons that will teach the adult literate to read and enable him to teach others.

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1. Laubach: India Shall Be Literate, p. 82.
2. Ibid., pp. 72, 73.

The "measuring stick"<sup>1</sup> for Laubach's lessons is "learnability and teachability."<sup>2</sup> As a result of this standard the following objectives have been developed in the building of lessons. First, the lessons must be "absorbingly interesting, easy, and swift";<sup>3</sup> and secondly, the lessons can be "taught by anybody, taught as soon as learned, partly self taught without a teacher present."<sup>4</sup>

a. Choice of Method.

The first technique developed in building lessons is the choice of one of the methods in presenting the basic structure of a language discussed in the beginning of the chapter.<sup>5</sup> As mentioned previously, the picture-word-syllable and the picture-chain chart methods have become the most widely used as bases for building lessons.<sup>6</sup> The choice of a method is made by a lesson building committee composed of representatives from each area where the language is spoken.<sup>7</sup> The committee with its thorough command of the language selects the method on the basis of how well it overcomes the difficulties and peculiarities of the particular language, after a period of experimentation which varies from three or four days to a year.<sup>8</sup>

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1. Ibid., p. 20.
2. Loc. cit.
3. Loc. cit.
4. Loc. cit.
5. Ante, p. 36-43.
6. Ante, p. 40-43.
7. Laubach: "The Each One Teach One Method", 1950 Supplement to Teaching the World to Read. (inside front cover.)
8. Loc. cit.  
Laubach: Toward a Literate World, p. 100.

b. Making of Chart.

The second technique in the building of lessons is the making of a chart to illustrate the method chosen. The chart must be simple, attractive, easy to follow and to teach.<sup>1</sup> The chart will vary according to the method adopted. For example, the chart illustrating the picture-chain has on the left side a row of connecting pictures with the word alongside each picture. Across the top are pictures illustrating each vowel. The rest of the chart consists of the syllables combining each consonant with each vowel. The chart illustrating the picture-word-syllable method consists of rows of pictures, then rows of words corresponding to the pictures, and finally rows of syllables corresponding to the words. In the latest set of lessons in Kiswahili based on the picture-word-syllable method, the chart has a row of pictures followed by a row of the same pictures with the shape of the consonant emphasized and outlines in each picture. This is followed by word and syllable corresponding to the picture. Thus in the making of the chart an artist's talent is required in addition to much time and effort spent in finding well known and familiar words from which the best associations of shape and meaning may be pictured.<sup>2</sup>

c. Formation of Set of Lessons.

Following the making of the chart , the next logical technique in the progression of lesson building is the formation of a set of lessons into a primer. The set of lessons used as an example are the

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1. Frank Laubach: The Philippines' Literacy Method, p. 18.
2. Laubach: 1950 Supplement to Teaching the World to Read, p. 3.

latest lessons in Kiswahili. The first lesson of the primer is the mastery of the chart with the aim of mastering the pronunciation of the consonants in the language. Those are learned in their combination with a vowel.<sup>1</sup>

The second lesson has for its purpose the building of vocabulary. This is done very slowly by introducing only one new word in each sentence. Most of the words used are taken from the first lesson. This lesson contains the "first short story" written around three or four characters. For example:

Father has his wagon.  
Mother has her wagon.  
Sister has her wagon.  
Brother has his wagon.  
The four people have their wagons.  
The dish of father (etc.) is full of water.  
Father (etc.) is cutting a branch.  
Father (etc.) is putting on his clothes.  
Father (etc.) is making haste.  
Father (etc.) is sinking in the water.  
Father (etc.) is dying.<sup>2</sup>

By the end of this lesson most of the familiar words containing all consonants but two, combined with the vowel "a", have been used.<sup>3</sup>

The third lesson teaches the vowel "u" and the remaining two consonants of the Kiswahili language left untaught in the first lesson. These are taught in the same manner as the other consonants by the use of a chart containing pictures to illustrate the words and syllables. All the consonants have been used and a story is built using the vowels "a" and "u", and the words used so far. The story contains again the

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1. Laubach: The Philippines' Literacy Method, p. 17.
2. Laubach: 1950 Supplement to Teaching the World to Read, p. 3.
3. Ibid., pp. 5, 6.



simple repetition of phrases within each group. By this pattern, every word in the lesson is used at least three times and never introduced without immediate usage.<sup>1</sup>

In the fourth lesson the vowel "i" is introduced and used immediately with all the consonants. This lesson also introduces consonant clusters, the combination of two or more consonants. In languages that have many clusters a separate lesson is devoted to them later. However, if a language contains a few simple clusters, then they may be introduced in the course of the lessons.<sup>2</sup>

The fifth lesson introduces the vowel "e" as an initial syllable with each consonant. As in the fourth lesson the attempt is not made to use the vowel combined with each consonant. In addition to the pictures corresponding to the words and syllables, there is a column containing review syllables for the four vowels thus far used. Again there is a story in the same pattern mentioned previously.<sup>3</sup>

The sixth lesson introduces the last vowel "o", which in Kiswahili happens to be the least important of the vowels, but in other languages is usually introduced earlier. Once the vowel is introduced, "common picturable words"<sup>4</sup> are found as in previous lessons. In the process of building lessons is the constant emphasis of making certain that every word in the entire lesson book is very well known. Languages that contain many diphthongs require a special lesson for them after the

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1. Ibid., pp. 7-10.
2. Ibid., pp. 11-13.
3. Ibid., pp. 14-16.
4. Ibid., p. 17.

single vowels. At the end of the sixth lesson all the syllables in the Kiswahili language have been taught in addition to about 130 words.<sup>1</sup>

In the seventh lesson capitals are introduced by "pairing each lower case syllable with an upper case syllable", followed by a well-known proper name. The numerals are taught by spelling out each number, which the student should be able to read by now. However, the student will have to memorize the numerals.<sup>2</sup>

d. Experimentation on Illiterates.

The technique of experimenting the set of lessons on illiterates naturally follows the formation of a set of lessons. The two are actually inseparable since experimentation goes on while the set of lessons is being developed as well as after it is finished. Lesson building takes place at a conference for that specific purpose. During the period of forming a set of lessons, the workers on the committee will work on the lessons during the day and then go to adjoining villages in the evening to experiment with the lessons that they had prepared that day.<sup>3</sup> Finally when the set of lessons is almost completed, the entire list of words are tested in every area in which the language is spoken. Every unusual word is removed because "it is a stumbling block to the student's progress."<sup>4</sup> In many cases, after the set of lessons has been completed more time is spent revising and experimenting with them before the lessons are finally published.<sup>5</sup>

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1. Ibid., pp. 17-20.

2. Ibid., p. 21.

3. Laubach: India Shall Be Literate, p. 130.

4. Laubach: 1950 Supplement to Teaching the World to Read, p. 18.

5. Laubach: India Shall Be Literate, p. 130.

## 2. Teaching Lessons.

After the lessons are built and entirely completed, the next step is teaching the set of lessons to the illiterates. However, the lessons are first taught to the teaching staff by the members of the lesson building committee. This will be discussed later in the chapter.<sup>1</sup> In the actual teaching situation, "a house, tree, or roadside may become a school, at any time of the day or night."<sup>2</sup> The only equipment needed then is the chart and a set of lessons for each illiterate.

### a. Explanation of the Chart.

The first technique in the teaching of the lessons is the explanation of the chart which is valueless unless taught properly. Since the chart is progressive, the list of words should be followed exactly as they appear on the chart. Time is lost by jumping around in the lessons, and confusion for the pupil results. To illustrate the teaching of a chart an example is quoted from the Kiswahili lessons:

"The teacher begins by pointing to the first picture (head of a man with his mouth open) saying:

This man is saying "ah", and this letter has its mouth open saying "ah." Over here is a small "a."

Here is a "baba" (father) with a fat stomach. Here is the word "baba." See how "ba" looks like the fat "baba."

Here is a "dada" (sister). She's fat too! She looks like "da" over here.

This man with an arrow through him is going to die ("fa").

The wheels of this "gari" (wagon) look like "ga."

This man is in a terrible hurry ("haraka").

Thus the teacher simply follows across each line of the chart, showing how the shape of each syllable is derived from the picture."<sup>3</sup>

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1. Post, p. 59-61.

2. Laubach: The Philippines' Literacy Method, p. 17.

3. Laubach: 1950 Supplement to Teaching the World to Read, p. 1.

The syllables just learned are listed in the right column to keep them fresh in the student's mind.

b. Use of Flash Cards.

A second technique developed in the teaching of lessons is the use of flash cards. Each card contains a syllable and after the chart has been mastered, the student tries to name the syllable on each card without looking at the picture associations. By this game of identity the student learns to know every syllable "quick as a flash."<sup>1</sup> Only then can the pupil begin the next lesson. In some cases the primers are prepared with flash cards for each vowel while in others the teacher with a small class makes his own.

c. Use of "Each One Teach One."

"Each One Teach One" has become a famous technique in the teaching of the Laubach lessons originating in the Philippines in the beginning of the literacy movement.<sup>2</sup> Every student becomes a teacher immediately after he finishes the first lesson and teaches about five others before learning the second lesson. The charts, previously discussed, are especially designed for teaching by inexperienced teachers. Since every student is teaching others, the campaign proceeds on a volunteer basis by geometrical progression.<sup>3</sup>

This technique has certain desirable psychological effects on the student. At the outset of the class the student is told that he is to

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1. Ibid., p. 4.

2. Cf. Chapter I, p. 7.

3. Laubach: Toward a Literate World, p. 156.

become a teacher of the village. The fact that he is to teach someone else in a few minutes keeps him alert, giving purpose to his learning. Thus, "he does not worry about failing to learn the lesson because his mind is fixed on the method of procedure."<sup>1</sup> In addition, teaching the lesson several times fixes it in his mind. Finally, as a teacher, the individual is given a higher status in his community, for "the ambition of everybody is to be called 'teacher'."<sup>2</sup>

d. Each One Teach One and Win One for Christ.

As missionaries have realized that the techniques of teaching the Laubach lessons could be a means of evangelism, "each one teach one and win one for Christ" has become an important technique. Since a teacher teaches only one pupil at a time, he has the opportunity of praying for the illiterate and loving him while he teaches. "Experience has shown that if an illiterate is taught in the proper way, he can be brought into a knowledge of Christ as easily as he can be taught to read."<sup>3</sup> Immediately after the phonetics of a language are learned in the first primer, the second reader, The Story of Jesus, is used. "At that stage the student is memorizing every word and nearly every sentence, and he believes it all."<sup>4</sup>

By the use of this technique, "the Christian church has in teaching illiterates the finest open door now available for bringing tens of millions of the human race to Christ; if the church leads in

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1. Ibid., p. 19.
2. Loc. cit.
3. Laubach: Teaching the World to Read, p. 126.
4. Ibid., p. 129.

the campaign in all of the illiterate areas of the world, it can furnish these people with reading material containing the Christian ideals that it exists to promulgate."<sup>1</sup> Thus there is a need for the greater utilization of this technique among missions.

E. The Techniques Developed in the Preparation  
of the Staff.

Closely related to the preparation and presentation of the lessons is the preparation of the staff, for "if the lesson is the road to literacy, the teacher is the chauffeur."<sup>2</sup> The lessons increase in their value only as they are taught. As in the preparation and presentation of lessons, a literacy conference is organized for the purpose of training teachers. The prospective teachers are taught not only method but also the psychological principles involved in teaching adult illiterates.

1. The Presenting of the Method.

The first technique developed in the training of the teaching staff is the presenting of the method. The prospective teachers are taught in the same way as pupils, that is by a demonstration of the method rather than by an explanation . The demonstration is made using an illiterate as a pupil. While the demonstration is going on, the director watches for the most responsive person in the class and asks

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1. Loc. cit.  
2. Laubach; Toward a Literate World, p. 16.

him to teach in the same way. After the student teacher has repeated the process of teaching the first lesson, the class is asked to criticize and offer suggestions. The prospective teachers are given much opportunity to teach one lesson before learning to teach each succeeding lesson.<sup>1</sup> The teachers are drilled in detail until "chart and method fit like hand and glove."<sup>2</sup> However, variation in teaching is expected after the teachers know the most approved method.<sup>3</sup>

## 2. The Use of Basic Psychological Principles in Relation to the Adult Pupil.

The presenting of the method involves the technique of using basic psychological principles in relation to adult pupils. The method is successful only as the following psychological principles are used by the teachers. These psychological principles are an outgrowth of Dr. Laubach's third underlying principle: The teacher never progresses faster than the pupil.

(1) The teacher should teach only one adult at a time, either privately or in a small group. The reason for this is that illiterate adults are sensitive about making mistakes before other people. They also rebel against class discipline and dislike waiting their turn.

(2) The teacher must progress rapidly and directly to the point of the lesson since the student will be at his best in the beginning. Therefore it is most desirable that the teacher finish the

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1. Laubach: Teaching the World to Read, p. 146.
2. Laubach: Toward a Literate World, p. 16.
3. Loc. cit.

lesson in twenty minutes to a half-hour.

(3) The teacher keeps out of the student's way by neither pushing him or retarding him. The teacher does not drill the pupil nor repeat a word after the pupil has said it correctly. This hinders the direct progress of the lesson.

If a word is incorrectly pronounced by the student, the teacher should never say "no." "If a student says mula instead of mala, you may say, 'Yes, you have a mala house.' Say 'yes' when you mean 'no'."<sup>1</sup>

(4) The teacher always has his voice under control. Although pronunciation must be clear, the teacher avoids speaking loudly or more emphatically than usual. "It is the nature of all of us to remember a whisper better than a shout."<sup>2</sup>

(5) The teacher should strive for graceful teaching, free from superfluous motions and nervousness. There should not be any mannerisms, such as nervous jerks of the hand or pacing the floor. The whole process should be unhurried, poised, pleasant, and "as free from vibration as a strong engine."<sup>3</sup>

(6) The teacher must make the experience of learning delightful and pleasant. He should look pleased and surprised at the rapid progress of the adult with glances of admiration and words such as "That's fine." There is never a frown, a rebuke, a yawn, or a gesture of impatience. It is only with love and patience that a teacher satisfies the illiterate's hunger for applause.<sup>4</sup>

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1. Ibid., p. 18.

2. Ibid., p. 17.

3. Ibid., p. 18.

4. Ibid., pp. 16-21.

Cf. Laubach: Teaching the World to Read, pp. 146, 147.



F. Techniques Developed in the Organization  
of the Follow-Up.

A literacy campaign once started never actually stops. The "official" campaign may end, but the "unofficial" campaign continues until it has made every adult literate.<sup>1</sup> This "unofficial" campaign may be termed as the "follow-up" of a literacy campaign and has for its goal "keeping people literate."<sup>2</sup> Two important techniques developed in the organization of the follow-up are the organization of Adult Education Societies and the production of Christian literature for the new adult literates.

1. Organization of Adult Education Societies.

Adult Education Societies are usually organized as government projects with the co-operation of non-official organizations at the outset of a literacy campaign. However, their chief work is concerned with the follow-up in establishing continuation education after literacy is attained, tutorial classes for adults and University extension work, and finally the formation of many local adult education organizations.<sup>3</sup>

In co-operation with universities and colleges, the Adult Education Societies continue literacy schools with college students as teachers. In addition, universities conduct research in all departments of adult education such as in phonetic symbols, word lists, the psychology of illiterate villagers, and transition literature.<sup>4</sup>

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1. Laubach: India Shall Be Literate, p. 122.

2. Ibid., p. 155.

3. Ibid., p. 124.

4. Ibid., p. 115.

Training schools are established for preparing specialists in literacy and adult education. These specialists are trained to teach illiterate adults, to direct campaigns, to build lessons, and to write literature for new adult literates.

## 2. Production of Christian Literature.

Keeping adults literate by placing in their hands "tempting reading matter that needs no outside stimulus"<sup>1</sup> is an important task in the organization of the follow-up. Missions are especially realizing their responsibility in "feeding and guiding the new exuberant life of the new literate."<sup>2</sup> There is the need for the Mission Board to recast its plans and re-distribute its forces by allocating men and women, financial support and equipment to the work of authorship, translation, book production and distribution as a new service in its own right.<sup>3</sup>

"Whether literacy is really an important contribution to the lives of a people or not depends upon the material that the people read after they become literate."<sup>4</sup> The problem in the production of literature in the transition period while the new literate is building up a vocabulary to the level where he can read standard literature, is to provide literature that gradually introduces new words on a variety of subjects.

First in the production of the transition literature is the need for a basic word list containing the most familiar spoken and written words in a language. Secondly is the need for a simple style yet mature

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1. Laubach: The Philippines' Literacy Method, p. 9.
2. Literacy, Laubach, and the Missionary Society, p. 14.
3. Loc. cit.
4. Laubach: Teaching the World to Read, p. 162.

in content, with short sentences and colloquial words.<sup>1</sup> Thus far, in the production of Christian transition literature only the Story of Jesus has been written and printed in over twenty languages. After this has been completed, the new literate can recognize about 1600 words but is not ready for the vocabulary in the Gospels or in an average newspaper or magazine. For this stage the American Bible Society has printed in large type Bible Portions which will increase his vocabulary gradually and prepare the new reader for the Gospels. At the final stage the new literate is ready for the Bible made available in more than ninety per cent of the languages of the world.<sup>2</sup> The need is evident for Christian literature. The need becomes even more urgent with these words, "They will take the hand of anybody who reaches down to help them...Here is a 'tide in the affairs of men which taken at the flood' can lead millions to Christ. It won't last beyond this century, for every nation is determined to read."<sup>3</sup>

#### G. Summary.

It has been seen that Dr. Laubach's three underlying principles formed the basis of all the experimentation which has led to the present program of literacy. It has been noted that this program includes the present methods used in the presentation of the basic structure of language, in the organization of a literacy campaign, in the preparation and presentation of a lesson, in the preparation of the staff, and in the

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1. Laubach: Toward a Literate World, p. 159.
2. World Literacy News Letter No. 14, 1950.
3. Loc. cit. Quoted from Dr. Laubach's speech to the Foreign Missions Conference Annual Meeting, 1950.

organization of the follow-up. It has been seen that within each of these phases of his program of literacy, Dr. Laubach has developed certain techniques for presenting this material.

It has been discovered that to present the basic structure of language, Dr. Laubach founded four methods: the key-word, the key-word picture, picture-word-syllable, and picture-chain chart, after realizing the inadequacy of the older methods: the alphabet and story-center. Of these four methods the last two are the most widely and successfully used.

It has been noted that the literacy campaign is important as a means of applying the methods of presenting the basic structure of language. It has been seen that the organization of a literacy campaign consists of the preparation beforehand and the conducting of the campaign. In the preparation beforehand it was noted that the selection and training of the campaign director, the use of the literacy conference for organizing the campaign, the financing of the campaign, the use of publicity, supplies, and personnel, are important. It was further noted that the two types of campaigns conducted are the small village and urban community campaigns, which differ mainly in the scale on which they are conducted.

It has been shown that the two steps in the preparation and presentation of a lesson are first building and then teaching the lessons with certain techniques developed in each step. In the building of the lessons are the techniques of the choice of a method to present the basic structure of language, the making of a chart to illustrate the method, the formation of a set of lessons, and the experimentation with

the lessons on illiterates. It has been seen that the techniques in teaching the lessons are the explanation of the chart, the use of flash cards followed by "each one teach one" and "each one teach one and win one for Christ."

It has been noted that in preparing the staff for teaching, the techniques of presenting the method, have been developed as well as the use of basic psychological principles in relation to the adult pupils.

Finally, it has been discovered that the organization of the follow-up involves certain techniques of organizing adult education societies for the purpose of continuing literacy and training schools, and establishing local adult education organizations. The technique of producing Christian literature is still in the process of development. The great need for the production of Christian literature by missions was seen in the small amount of written material available for use at present.

CHAPTER III

ESTIMATES OF THE LAUBACH LITERACY PROGRAMS

AND THEIR FOLLOW-UP BY THE MISSIONS

## CHAPTER III

### ESTIMATES OF THE LABUACH LITERACY PROGRAMS AND THEIR FOLLOW-UP BY THE MISSIONS

#### A. Introduction

It is the purpose of this chapter to present estimates given by missionaries and governments of Dr. Laubach's literacy program which has been carried on in their missions or countries in co-operation with the Protestant missions and sometimes with local governments. Most of these literacy programs conducted through campaigns are too recent for their full results to be known. Therefore, the reports are bound to be only a sampling of what has been done. Even in the literacy programs which have been in operation for a number of years, accurate results cannot be known, since in several countries Dr. Laubach has co-operated with or supplemented efforts already undertaken by governments and missions. For this reason, it is not possible to determine exactly how much the improved conditions are due to the work of Dr. Laubach and how much to other efforts.<sup>1</sup> However, with Literacy Newsletters, Reports of Literacy Committees in various countries sent to the Committee on World Literacy and Christian Literature, and with letters sent to the writer from various mission boards as evidence, estimates of the effectiveness of the Laubach work can be presented. From the total of twenty-seven Protestant Mission Boards, twelve were able to supply information on their literacy programs in countries in Asia, Africa, and Australia.

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1. G. M. Barnes, National Council, Protestant Episcopal Church: A letter to the writer, Nov. 1951.

B. Effectiveness of Follow-up of Laubach Campaign

In most countries the initial Laubach campaigns were received well, in that lessons were prepared in the languages of each respective country, teaching centers were set up, and the process of teaching illiterates was begun. What remains to be seen is how Dr. Laubach's Literacy Program is being carried out after he has left the particular country.

1. In Africa.

The initial Laubach campaigns were conducted in Africa in two different periods: 1947-1948 and 1950. Therefore, reports on the effects of campaigns conducted in 1950 are not yet available.

a. Liberia.

Liberia is the most outstanding example of a successful Laubach campaign and follow-up. This was due to the successful co-operation between the Liberian government and Protestant Missions, which consisted of the Lutheran, Episcopal, Methodist, National Baptist, and Assemblies of God denominations. The government financed the literacy program while the United Lutherans supplied a full time Director of Literacy in Miss Norma Bloomquist who coordinates the entire program. Government and mission schools continue to co-operate in extension literacy classes for adults. While the government prints secular material, missions are printing religious material for the new literates.<sup>1</sup> The secretary of the Board of Foreign Missions of the United Lutheran

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1. Norma Bloomquist: Report on Literacy Co-operation in Liberia, 1947 Report on Illustration of Progress Being Made, 1950.



Church, Fred J. Fiedler, emphasizes the effectiveness of co-operation between the Lutheran Church and the government because it realizes the potentialities of the literacy campaign.<sup>1</sup> Dr. Wesley Sadler, who has reduced the Loma tongue of the interior to written form and is producing readers, states that "literacy is an opening door to the Gospel."<sup>2</sup>

b. Sierra Leone.

The initial campaign was conducted in Sierra Leone in 1947. Following the initial campaign, other campaigns were organized in seven major languages in which the United Brethren and Assemblies of God co-operated. In two chiefdoms alone 1400 illiterates were taught to read. A follow-up committee was organized to continue the literacy campaign through the churches, schools, native administration offices, and in the village markets and arrangements were made for printing and distribution of lessons and literature. The campaign itself was successful, but the follow-up was ineffective particularly among the Limbas and Temnes where only part of the Laubach books had arrived and had not yet been given a practical demonstration of their value in March, 1951.<sup>3</sup>

c. Nigeria.

Lessons were prepared in Nigeria, 1948, in co-operation with the Sudan United Mission and the Sudan Interior Mission. Dr. Laubach spent some time in Southern Baptist territory, but "didn't receive the co-operation of the government there and of some other groups. The

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1. Fred J. Fiedler, Secretary of the Board of Foreign Missions, United Lutheran Church: Letter to the writer, Nov. 1951.
2. Ibid.
3. Mary Clarke, Wesleyan Methodist Missionary Society: A letter to the writer, Nov. 1951.

campaign was not as successful as in some other parts of the world, although some groups were helped."<sup>1</sup>

d. Belgian Congo.

In 1948 three literacy conferences were held at the British Baptist Mission in Leopoldville where thirty missionaries, representing seven different mission boards, attended. Lessons were made and a model literacy campaign was held. In 1949, Lorena Kelly of the Methodist Mission of Central Congo reports that 214 illiterates were reached and of that number eighty-five became literate. She goes on to state that African leaders have not shown themselves to be capable of going ahead without close direction of missionaries who have other duties and cannot put enough emphasis on literacy.<sup>2</sup> Dr. Raymond Buker, Foreign Secretary of the Conservative Baptist Mission Society states that their missionaries are now introducing the Laubach method.<sup>3</sup>

e. Northern Rhodesia.

Northern Rhodesia reports that after an eighteen-month mass literacy campaign in the Luapula Valley, forty-three per cent of the people are now literate. The women outnumber the men.<sup>4</sup>

f. Union of South Africa.

In Johannesburg, Mrs. Quentin Whyte, wife of the Director of the Institute of Race Relations, has been directing the Institute's

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1. Mary M. Hunter, Research Assistant of the Southern Baptist Convention: A letter to the writer, Dec. 1951.
2. Report of the Laubach Literacy Campaign, to the World Literacy Committee, Jan. 28, 1949.
3. Raymond Buker, Foreign Secretary of the Conservative Baptist Mission Society: A letter to the writer, Nov. 1951.
4. Extract from "Luba", July 1949, quoted from the Bulletin of Conference of Missionary Societies in Great Britain and Ireland, Christian Literature Council, London, 1949.

literacy work by developing lessons and setting up test campaigns in preparation for literacy on a large scale.<sup>1</sup> Mrs. Lela B. DeMill, of the Free Methodist Church, in charge of the literacy program in the Transvaal District, who had not known of Mrs. Whyte's work, wrote to the Committee on World Literacy that they and the Methodists were the only ones working with the Laubach method. The Methodists have a press, and are publishing books while Mrs. DeMill has been doing translation and teaching. Mr. Helgeson of the Methodist Mission has revised the teaching book by finding better words in the native dialect, and improved some pictures. In addition Mrs. DeMill has written one book of simple Bible stories using words learned in the primer. Thus far, at her writing, no appropriations had been made by the Committee on World Literacy for their work.<sup>2</sup>

g. Angola, Portuguese West Africa.

According to the 1950 Dondi Mission Report of Kate Rutherford, 392 illiterates passed examinations and received Laubach certificates in one week. She states that the Laubach method has gone into Boarding Schools and Day Schools for girls and boys, training schools for young men and women, and vocational schools for girls.

The Church to be a living Christian Church must take cognizance of the urgent needs of her people. "Knowledge is power" is just as true in Africa as elsewhere in the world. Education brings an exalted form of prestige, and if a sense of responsibility is to go hand in hand with that prestige, the Church and Missions must be ever on the alert to avoid self-seeking, and foster the idea of sacrificial service in the hearts of all who wish to follow in the

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1. Africa Newsletter No. 7, 1949.
2. Lela B. DeMill, Free Methodist Church: A letter to the writer, Oct. 25, 1951.

the footsteps of the one who said, "My meat is to do the will of him that sent me, and to finish his work."<sup>1</sup>

Ralph Dodge and the Edlings of the Board of Missions and Church Extension of the Methodist Church write from Angola that the campaign went well. They state that the efficient method will mean marvelous things for the Dembos, where practically all the people are illiterate. "Older people, who had no hope of being able to go to school and receive an education can now learn to read their Bibles and become far better Christians."<sup>2</sup>

h. Mozambique, Portuguese East Africa.

Dr. John Tucker, missionary from Angola, has been emphasizing co-operation between missions and the government. The problem, here, is that the government has signed an agreement with the Pope handing over education to the Roman Catholic Church. Thus Protestants have no school for training teachers.<sup>3</sup> However, the Church at Beira, an inter-missionary mission directed by the Beira Committee, composed of delegates from the American Board of Missions, Swiss Mission, South Africa General Mission, and the Methodist Episcopal Mission, report the successful use of the Laubach method.<sup>4</sup>

1. Algeria, Tunisia.

From Algeria and Tunisia comes a letter from Elmer H. Douglas to the Committee on World Literacy that the need there in launching a

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1. Dondi Mission Report, to the World Literacy Committee, Aug. 1950.
2. P. Dodge and the Edlings: A letter to the Board of Foreign Missions, Presbyterian Church in the U.S.A., March 1950.
3. Africa Newsletter, No. 4, 1950.
4. Report of the Church at Beira, to the World Literacy Committee, Jan. 11, 1951.

literacy program is an organization center for the program and for literature distribution and production. He advocates an Inter-Mission enterprise since the Methodist Board is the only Mission able to help financially. He states that it may be advisable to have the movement receive direction and financial support from the World Literacy Committee until the time that the various missions in the field become able to give adequate financial support.<sup>1</sup>

j. Egypt.

In 1947, Egypt had a paid three-year literacy supervisor from the Mission organizations; three area centers: Upper Nile, Middle Egypt, Delta; 3000 volunteer teachers being trained; 30,000 primers printed with one-half in use; and 10,000 copies of the Story of Jesus printed.<sup>2</sup> Between that time and 1950 interest was lost and prejudices arose. The campaign did not continue with the same enthusiasm because the needed literature was not available and adequate organization was not used to follow up all the thousands of volunteers.<sup>3</sup> According to the report of the Field Director, Miss Helana Mikhail, interest is being revived as the possibilities in those who have learned to read are seen.<sup>4</sup>

Miss Mikhail presented the Laubach method to a group of students at the American College for Girls at Cairo. A social organization for the reduction of illiteracy among women bought two hundred primers and 150 copies of volume one of "Four Friends." In addition,

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1. Elmer H. Douglas: A letter to the World Literacy Committee.
2. 1947 Illustrations of Progress Being Made, Report to Literacy Committee.
3. Laubach Campaign, Report of Inter-Mission Council Annual Conference, to the World Literacy Committee.
4. Helana Mikhail: Report of Inter-Mission Council, to the World Literacy Committee.

Dr. Saleh el Obeid of the Ministry of Social Affairs in considering the use of the method in social welfare units. The Evangelical Churches have shown interest in having their members literate. All these promise opportunities for the introduction of a new campaign.<sup>1</sup>

## 2. In Asia.

Among the countries of Asia where the Laubach program of literacy is being carried on, are the countries of the Near East, Palestine, Syria, and Iran, and the countries of the Far East, India and Burma.

### a. Palestine.

Miss Helana Mikhail, temporarily loaned to the Laubach work by the United Presbyterian Mission in Egypt, was sent to Gaza in March 1950 to start a campaign among 200,000 Arab refugees. During the first two months she won the support of the Egyptian government and United Nations officials. By the end of October, 8000 refugees had learned to read. Co-operation was received from the Inspector of Education. Twelve centers, with each center having various branches were set up. The campaign has been entirely financed by the U.N. After the campaign has been started, it is handed over to the people of the land to run it and assume the responsibility. In the campaign much volunteer and individual work has been carried on. For example, one man taught 150 illiterates. However, the lack of materials, notebooks and sets of books has slowed the progress.<sup>2</sup>

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1. Minutes of the Inter-Mission Council, June 1950.
2. Helana Mikhail: Report on Launching Laubach Campaign in Gaza Strip, to the World Literacy Committee, Nov. 1950.

As a result of the Gaza campaign, U. N. officials asked Miss Mikhail to develop similar campaigns in Lebanon, Syria, and Transjordan.<sup>1</sup> Information on these campaigns is not available but a report from the Acting Head Education Section of the United Nations Relief and Works Agency for Palestine Refugees in the Near East states that paid supervisors of literacy campaigns in Lebanon and Jordan are being trained by Miss Mikhail for their responsibilities.<sup>2</sup>

The American Presbyterian Mission reports that their night school for illiterate young men from the ages of fourteen to twenty-five in Nabatieh, Lebanon was started in February 1951. The number was purposefully limited to twelve with an average attendance of six. At the end of four months, four are well into the Laubach series on the life of Christ. Quite a number have accepted the responsibility for teaching others. The American Presbyterian Mission is emphasizing literacy as a means for evangelism. J. Christy Wilson states:

There is hardly any heart in the world so open for the Gospel message as that<sup>3</sup> of one who has just been taught by a Christian friend to read.

b. Syria.

Literacy varies in the villages of the Beirut area. In some ninety per cent are literate while in others one hundred per cent are illiterate. Therefore, many people in responsible government positions do not feel the necessity for literacy campaigns. In both Syria and Lebanon nationals and missionaries do not have close contacts

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1. Literature Report, Women's Missionary Magazine, Jul.-Aug. 1951, p. 793.
2. Excerpt from Education Report, Beirut, Near East, to the World Literacy Committee, June, 1951.
3. Cullen Story, American Presbyterian Mission in Nabatieh Lebanon: A letter to the Board of Foreign Missions of the Presbyterian Church in the U.S.A., May 25, 1951.

with the areas of the highest illiteracy. The need for someone to direct literacy campaigns as full time work is a pressing one. Thus at the present, most of the literacy effort is on a limited scale.<sup>1</sup>

c. Iran.

When Dr. Laubach's literacy campaign was inaugurated in Teheran in 1947, a Mission Committee on Literacy was set up with Dr. Arthur C. Boyce, former dean of the American Presbyterian Elborz College for Boys, as chairman. Each station was asked to appoint one member for the promotion of literacy work in the station. The Mission Committee asked for an appropriation of \$1,000 to pay for the expense of the literacy work in 1948. Promotion of the campaign continued and increasing interest was aroused. The following goals were set up:

1. Every church member a reader and a teacher of illiterates.
2. Every station a center of literacy work both in the church and otherwise.
3. Interest in increased production of literature - religious, social welfare, and healthy home life.
4. Increased contact with people outside the Christian community promoting literacy and consequent educational effects both religious and otherwise.
5. Improvement of method of teaching to make books, charts and methods easier and more effective.<sup>2</sup>

Dr. Laubach's method was favorably received by both the press and the people. An agreement was made with the American Bible Society of Iran whereby the British and Foreign Bible Society had the sole

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1. M. Elias Rustum, Chairman: Report of U.M.C. Committee, to the World Literacy Committee, 1949.
2. Report of Literacy Committee in Iran, to the World Literacy Committee, Sept. 1947 - June 30, 1948.



responsibility for the sale and distribution of Scriptures of an amount of 50,000 Scriptures and portions in fifty-six different languages each year.<sup>1</sup>

As a result of Dr. Laubach's visit and efforts, working with Dr. Boyce and his Iranian assistants, three books, containing the story of Jesus were worked out for teaching illiterates to read and write. Thousands of the first and second books were contracted for by the army and provincial police of Iran to be used in teaching their illiterate men.<sup>2</sup> Following the campaign six Presbyterian mission stations have carried on a literacy program. They report that "Dr. Laubach's amazingly effective methods and books are used and gratifying results have been achieved."<sup>3</sup>

d. India and Pakistan.

In 1947 missions and the government were co-operating in Pakistan's literacy program. In Lahore 192 schools in towns and villages were organized to print primers and readers, train teachers, and direct paid supervisors.

In India Rs.70,000,000 was appropriated for the Federal-Provincial campaign in the next three years. Missions under the National Christian Council of India, who were co-operating, had eight provincial paid supervisors, organized leadership training, primers in eight principal languages of India, and a \$35,000 printing program in follow-up literature for the year 1948.<sup>4</sup>

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1. John Elder, Teheran, Iran: A letter to the Board of Foreign Missions of the Presbyterian Church in the U.S.A., 1947.
2. John Mark Irwin, American Presbyterian Mission, Mesked, Iran: A letter to the Board of Foreign Missions of the Presbyterian Church in the U.S.A., Feb. 20, 1950.
3. Now in Iran, Publication of Foreign Board of Missions of the Presbyterian Church in the U.S.A.
4. Report of Illustrations of Progress Being Made, to the World Literacy Committee, 1947.

In 1949 Dr. Laubach made a return visit to India and Pakistan. The outcome of this visit was an increase of interest and enthusiasm among Christian workers and of government co-operation. The attitudes of the Central and Provincial Governments was described as sympathetic and co-operative. The follow-up which was worked out consisted of:

1. Five thousand copies to be printed of the new Hindi primer.
2. Manuscript for the second reader in Hindi under preparation.
3. Rev. George Prasad to direct the production of literature in Hindi.
4. New primer in Marathi.
5. New primer in Roman script for West Pakistan.
6. In Hyderabad State - new charts and posters.<sup>1</sup>

The National Christian Council and provincial Christian Councils were active in promoting the movement through the Adult Literacy Committees. However, the problem remains that not enough literature is being produced. Another problem that constantly faces India is her rapid increase in population which results in an increase of illiteracy. If every literate taught an illiterate every year, India would be literate in six years.

The Church has an urgent need of literacy; else how shall she make her Bible classes effective and train her own people in Christian life? How shall she develop strong leaders in her village congregations? How shall she seize her opportunities of interpreting her Master in the new India of today and tomorrow?<sup>2</sup>

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1. E. C. Bhatt, Secretary of Central Adult Education Committee, Christian Council of India, Pakistan and Burma: Report on Dr. Laubach's Visit to India and Pakistan, to the World Literacy Committee, 1949.
2. Extract from The National Christian Council Review, June - Jul. 1949, quoted from the Bulletin of the Conference of Missionary Societies in Great Britain and Ireland, Christian Literature Council, London, 1949.

To meet the need of increased production of Christian literature and the danger of the lapse back into illiteracy, the Adult Education Committee of the National Christian Council sent invitations to adult literacy workers to a Seminar at Nasrapeer near Poona for the purpose of producing Christian literature for new literates. The Conference was held in February, 1951, and was attended by seventy-five delegates from eleven language areas. One book undertaken was a series of one-page stories of the life of Jesus to be written exactly like conversation for the Christian teachers to sell to non-Christian students after each lesson. Other illustrated booklets on important health subjects were arranged to be printed in several different Indian languages.<sup>1</sup>

In South India Lutheran missionaries used Dr. Laubach's methods in a literacy campaign and can trace definite results for the mission. Dr. Schmidt, the Executive Secretary of the Board of Foreign Missions of the Lutheran Church, Missouri Synod, states that the

literacy campaign gives us entry into many villages and areas in which we were formerly not represented, and gives us an opportunity to gather the people for instruction, and this soon leads to instruction also in religious teachings and the founding of new mission stations.

Undoubtedly Dr. Laubach has given new impetus to world missions and has assisted that work very materially.<sup>2</sup>

e. Burma.

In 1920 Dr. Raymond Buker, now Foreign Secretary of the Conservative Baptist Foreign Mission Society, in modifying the Laubach

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1. World Literacy Newsletter, No. 3, 1951.  
D. P. Dost, Friendship Centre, Punjab, India: A letter to the World Literacy Committee, June 1, 1951.  
George P. Bryce: Report on Dr. Laubach's Seminar at Nasrapeer, to the World Literacy Committee, 1951.
2. Dr. Schmidt, Executive Secretary, Lutheran Church, Missouri Synod: A letter to the writer, Nov. 1951.

method, worked out a series of reading lessons for the Lahu and the Shan people on the border of Burma and China. He did not use pictures since this was a later development and would have been too expensive. He states that the Laubach system works well and is used for children as well. It has cut the process of learning to read by exactly one-half the time. He could teach any missionary to read Shan in one week in one hour a day although he did not know what he was reading but could read the sounds. Dr. Buker's modifications consisted of the use of a catechism or Scripture verses as the first sentences and the first pages that the new reader would use. Dr. Buker states that "the Laubach system for adults is almost a necessity now since it shortens time and simplifies method so that adults can really learn to read."<sup>1</sup>

According to the report of Leonard A. Crain of the Publications Office in Rangoon, the literacy program is at present only on an experimental scale. Children come to the teaching centers but very few adults. It is difficult to get the teaching staff to give up time every afternoon. However, the work of mimeographing primers continues. Mr. Crain plans to meet with representatives of various organizations and of people who worked with Dr. Laubach to organize the follow-up. He has also succeeded in persuading the Burma Christian Council's Executive Committee to recommend to its Annual Meeting that a Literacy Committee be formed under the Burma Christian Council.<sup>2</sup>

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1. Raymond Buker, Foreign Secretary of Conservative Baptist Foreign Mission Society: A letter to the writer, Nov. 1951.
2. Publications Office, Rangoon: A letter to the World Literacy Committee, June 1, 1951.

Rev. William Hackett of the American Baptist Mission co-operated with Dr. Laubach and Dr. Rex of UNESCO in the campaign and reports that the people are responding although there is a need for production of literature. However, he states that the method is a means of winning the illiterates to Christ.<sup>1</sup>

f. Australia.

The Laubach literacy campaign was inspired at a literacy conference in Darwin represented by Presbyterian, Methodist, and Congregational denominations from March to April, 1949. The campaign began on May 31, 1950. The Laubach method is being adopted for use in schools. The children learn in three months what originally took twelve months. In the teaching of adults, the endeavor is small, but is having results. The Laubach English streamlined lessons are also in use.<sup>2</sup>

g. New Guinea.

The American Lutheran Church invited Dr. Laubach to New Guinea to conduct a literacy campaign in which the Lutheran missionaries took part. In these regions where people are completely uncivilized and there is no written language, Dr. Laubach's techniques are used in developing an alphabet, a written language, and reading material. The Lutherans from the American Lutheran Church and the Missouri Synod

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1. William Hackett, American Baptist Mission, Rangoon: A letter to the World Literacy Committee, Aug. 7, 1951.
2. Mary Baird, Eunabella Mission, Australia: Report to the World Literacy Committee, June 3, 1950.

report they are having "some fine progress and splendid results."<sup>1</sup>

### C. Summary

By reports from Literacy Offices in various countries and through letters written by missionaries and mission boards, information has been provided concerning the Laubach literacy programs which have already been held and those which are now being carried on in the countries of Africa, Asia and Australia.

It was noted that in the countries of Africa, Liberia provides an example of the successful carrying on of the Laubach literacy program due to close co-operation between the government and Protestant missions. In Sierra Leone it was stated that the campaign conducted was successful but the follow-up in some areas was ineffective because of the lack of material. Due to the lack of government co-operation in Nigeria the literacy campaign did not have the success found in other countries. It was shown that in the Belgian Congo, Methodist and Baptist missions are still having results with the Laubach method. As a result of the method, Northern Rhodesia reports forty-three per cent of the people are now literate. In the Union of South Africa the Methodist Missions are carrying on the Laubach program independently of the work being done at Johannesburg by Mrs. Whyte. It was found that missions in Angola are enthusiastic about the Laubach method which has been introduced into schools for Children as well as adults, and is being used as an effective means of evangelism. It was

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1. O. H. Schmidt, Executive Secretary, Board of Foreign Missions, Lutheran Church, Missouri Synod: A letter to the writer, Nov. 1951.  
A. P. Fricke, Executive Secretary, Board of Foreign Missions, American Lutheran Church: A letter to the writer.

also noted that the literacy program faces a problem in Mozambique where the Catholic Church is in charge of education. Algeria and Tunisia face the need of efficient organization for a literacy program. Interest in literacy is again being revived in Egypt for the opportunity of introducing a campaign.

It was discovered that in Asia literacy programs are being sponsored by the United Nations in Lebanon, Syria, and the Transjordan. The Presbyterians report effective use and results of the Laubach method in their adult schools in Lebanon. Syria's literacy effort is on a small scale due to the lack of interest among government officials. As a result of the successful campaign conducted in Iran, Presbyterian missions are carrying on a literacy program directed by Dr. Arthur Boyce.

It was seen that in India and Pakistan literacy programs have been conducted since 1947 by the governments and missions together through Adult Literacy Committees. To meet the need for increased production of Christian literature a conference at Nasrapeer was called. In South India the Lutherans trace definite results in establishing mission stations to the use of Laubach's methods in literacy campaigns. It was noted that Burma reports the use of Dr. Laubach's method with modification since 1928. At present the method has been received well but the programs have not progressed due to the lack of teachers, support by the Burma Christian Council and follow-up literature. It was also seen that literacy programs in Australia and New Guinea are succeeding due to the enthusiasm and co-operation among Presbyterian, Methodist, Congregational, and Lutheran missionaries.

It was discovered that as a result of the Laubach literacy program, the Church represented by all missions is coming to realize the importance of literacy, not only as a means of evangelism, but also as the only means by which Christians can grow individually and can effectively participate in the affairs of their church, community, and the world.



SUMMARY AND CONCLUSION

## SUMMARY AND CONCLUSION

### A. Summary

The purpose of this thesis was to study the development of the literacy movement under Dr. Frank C. Laubach and to determine its contribution to world missions.

Chapter one presented a history of Dr. Laubach's literacy campaigns, which have been conducted in 206 different languages of sixty-three countries from 1930-1951. It was shown that the literacy movement began on a national scale in the Philippines when Dr. Laubach developed the key-word method to teach illiterate Filipinos to read. The movement then proceeded on an international scale as campaigns were conducted in India, Africa, the Near East, and Latin America. As a result of the campaigns, improved methods in presenting the basic structure of language were developed. As the campaigns expanded in territory covered and in the number of people reached, co-operation developed between missions and government; instruction in the use of methods, organization of literacy campaigns, and the production of Christian literature became necessary; the World Literacy Committee was organized; and the Laubach team itself grew in number. Finally it was seen that literacy could be a means of evangelism.

Chapter two presented the development of the techniques used in Dr. Laubach's program of literacy. It was shown that three underlying principles form the basis of the present program. This program consists of certain methods in presenting the basic structure of language, the organization of a literacy campaign, the preparation and presentation

of a lesson, the preparation of the staff, and the organization of the follow-up. It was noted that the techniques developed in each phase were a result of Dr. Laubach's experimentation in languages and his experience in conducting literacy campaigns.

In the third chapter this study presented estimates of the Laubach literacy programs, which have been held and those which are in the process of being carried on in the countries of Africa, Asia, and Australia. It was pointed out that the results are not final since many of the campaigns are too recent. The estimates were furnished by Reports of Literacy Committees in the various countries and by letters written to the author by missionaries and mission boards. The information they have provided form the basis for the conclusions of this study.

#### B. Conclusion

As a result of the study of the literacy campaigns carried on in the eastern and western hemispheres, certain conclusions have been reached. These conclusions set forth the factors for the success and failure of the Laubach literacy program.

The first contributing factor to the success of the program is the number of people taught to read. It has been estimated that Dr. Laubach has been directly and indirectly responsible for 60,000,000 people learning to read.

The second contributing factor is the successful development of methods for presenting the basic structure of language. These methods were a result of successive revisions to overcome the weaknesses of preceding methods. These methods have proven adaptable to most of

the languages in which they have been tried. Lessons have been prepared in 200 languages. The word "adaptable" must be emphasized since the methods are not perfect. Modifications and revisions have had to be made according to the peculiarity and need of the language. This has been done by the Lutherans in India, the Methodists in South Africa and the Conservative Baptists in Burma.

A third factor contributing to this success is the enthusiasm created in illiterates to become literate and then to continue reading. The publicity used by missions and governments, especially in India and Liberia, has been instrumental in creating this enthusiasm. The personal campaigns of Dr. Laubach have also been successful in this, for it is the general feeling among missionaries that the nationals have responded well to his campaigns. The end result of literacy is usually strong enough to create a desire in the new literate to continue reading.

A fourth contributing factor is the success in one part of the country which leads others to ask for campaigns. This was seen in the beginning of the literacy movement when the reports of Dr. Laubach's success in the Philippines led the countries of India and East Africa to invite him to conduct campaigns in their countries. A further evidence is the fact that fifty-five governments have extended invitations to Dr. Laubach to conduct campaigns in their countries.

A fifth contributing factor is the successful working of the techniques of "each one teach one" and "each one teach one and win one for Christ." This first technique has become a famous characteristic of the Laubach program. It has contributed psychologically in placing on the new literate the responsibility of teaching and creating a

feeling of self-confidence. It has contributed financially in eliminating the necessity for trained teachers.

The second of these techniques, summed up in the slogan "each one teach one and win one for Christ", is favorably effecting missions in that they are realizing the possibilities of literacy as a means of evangelism. This is especially being emphasized by the United Lutherans in Liberia, the Methodists in Portuguese West Africa, the American Presbyterians in Lebanon, the Lutherans of the Missouri Synod in South India, and the American Baptists in Burma.

The main factor causing varying degrees of failure for the Laubach literacy program has been the lack of an effectively organized follow-up. This has shown itself in the lack of co-operation between government and missions as well as in the inadequate production of Christian literature for the new literates. India and Liberia are successful examples of effective co-operation between government and missions. The favorable results there reveal the necessity for this co-operation. The countries of Nigeria, Mozambique, Egypt, and Syria lacked government co-operation in their campaigns. This puts the entire responsibility on missions, which for the most part are unable to finance a national campaign and also unable to provide enough full time workers for the task of producing the needed literature.

The need for the production of Christian literature is faced by every country which has new literates. The failure to supply this need brings about a lapse back into illiteracy, which naturally nullifies all the preceding successful work. It further results in the necessity of introducing new campaigns in these same countries. Another

weakness is the lack of continued effort on the part of literates not only to read but to keep on teaching illiterates. Thus the success of the Laubach literacy program is assured only if each phase of the program is carefully planned and organized beforehand and then efficiently carried out. Thus Dr. Laubach's desire to open the hearts and minds of the world's silent billions to the Gospel of Christ is fulfilled.

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APPENDIX



Maranaw  
Lesson I

a	ma	la	ba	nga
i	mi	li	bi	ngi
o	mo	lo	bo	ngo
u	mu	lu	bu	ngu

ma ma man	a ma father	la la to pat	a la God	ma la large	la ma yard
mi mi girl	a mi our	li li name	a li name	li ma hand	li o outside
mo mo chewed	a mo monkey	lo lo dull	a lo hello	ma lo pretty	o lo head
ba ba short	ba ba i woman	la ba profit	ba la pair	ba li a receipt	ba lo clang
bi bi duck	bi ba i push	la bi more	i bi itch	o bi a vegetable	lo bi coconut
bo bo to pour	ba bo aunt	la bo prefer	bo la ball	bu la wide	bu l smoke
nga nga open mouth	ba nga island	bo nga fruit	lu nga plural	ma nga a fly	o nga fruit
ngi ngi corner of mouth	la ngi wait	li ngi to turn	lu ngi allow	lu ma smooth	lu mi make flat

Key Word Method

# Lessons in Zanzibar Swahili



aga      ita      embe      omba      uso      a    i    e    o    u  
to point    to beckon    mango    to beg    face



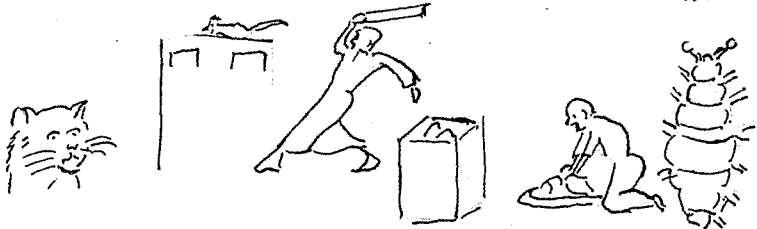
mama      miti      meza      moto      muwa      ma    mi    me    mo    mu  
mother    trees    table    fire    cane



toa      tikitiki      tembo      toa      tura      ta    ti    te    to    tu  
lantern    water melon    pull out    flower



koa      kiti      kekee      kofia      kuku      ka    ki    ke    ko    ku  
to sit    chair    auger    fez kat    chicken



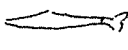


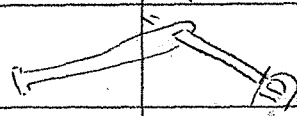

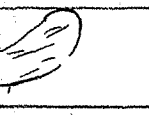
paka      piga      dehe      dobi      dudu      pa    pi    de    do    du  
cat      to strike    box    washer man    worm



lala      lima      gari      gogo      punia      la    li    ga    go    gu  
lie down    to dig    cart    log    sack







Key-Word-Picture Method

# Maranaw Lessons

amo monkey	ikog tail	olan moon	undo pebble				a	i	o	u	
mama man	mili heel	modol lips	murva peacock				ma	mi	mo	mu	
sapi cow	sising ring	sakoh fish net	suda fish					sa	si	so	su
karabao water buffalo	kiping short sword	kovsi chair	kundi teakettle					ka	ki	ko	ku
lali rope	ngansa beetle	lotok nail	tumbuan bumble bee					ta	ti	to	tu
habak hog	birbir pistol	bola ball	budong car					ba	bi	bo	bu
lapad plate	lima finger	lomisua rester	lusong mortar for rice					la	li	lo	lu
nanac pineapple	nipai snake	ngari mouth	ngitong nose					na	ni	nga	ngi
papanek bira	pirak money	pera paddle	puclang sword				pa	pi	pe	pu	
gantang siam measure	giligan spinning wheel	gensu key	gulat belek knife					ga	gi	go	gu
clado pilot point	dinding pilot share	deyan dinner fruit	dimpac mat				da	di	do	du	
rantai chain	ya rat	yoasan window	ringit mosquito					ra	ri	ro	ru

Picture- Word- Syllable Method

## Santali Lessons

					
 ana	a	e	i	o	u
bana	ba	be	bi	bo	bu
landa	la	le	li	lo	lu
nahel	na	ne	ni	no	nu
hako	ha	he	hi	ho	hu
kada	ka	ke	ki	ko	ku
sando	sa	se	si	so	su
dare	da	de	di	do	du
rama	ra	re	ri	ro	ru
mala	ma	me	mi	mo	mu
tale	ta	te	ti	to	tu
catom	ca	ce	ci	co	cu
sadom	sa	se	si	so	su
parkom	pa	pe	pi	po	pu
jante	ja	je	ji	jo	ju

Picture Chain Method