

I started a school in Bengal when I was nearing forty. Certainly this was never expected of me, who had spent the greater portion of my life in writing, chiefly verses. Therefore people naturally thought that as a school it might not be one of the best of its kind, but it was sure to be something outrageously new, being the product of daring inexperience.

This is one of the reasons why I am often asked what is the idea upon which my school is based. The question is a very embarrassing one for me, because to satisfy the expectation of my questioners, I cannot afford to be commonplace in my answer. However, I shall resist the temptation to be original and shall be content with being merely truthful.

In the first place, I must confess it is difficult for me to say what is the idea which underlies my institution. For the idea is not like a fixed foundation upon which a building is erected. It is more like a seed which cannot be separated and pointed out directly it begins to grow into a plant.

And I know what it was to which this school owes its origin. It was not any new theory of education, but the memory of my school-days.

That those days were unhappy ones for me I cannot altogether ascribe to my peculiar temperament or to any special demerit of the schools to which I was sent. It may be that if I had been a little less sensitive, I could gradually have accommodated myself to the pressure and survived long enough to earn my university degrees. But all the same, schools are schools, though some are better and some worse, according to their own standard.

The provision has been made for infants to be fed upon their mother's milk. They find their food and their mother at the same time. It is complete nourishment for them, body and soul. It is their first introduction to the great truth that man's true relationship with the world is that of personal love and not that of the mechanical law of causation.

Therefore our childhood should be given its full measure of life's draught, for which it has an endless thirst. The young mind should be saturated with the idea that it has been born in a human world which is in harmony with the world around it. And this is what our regular type of school ignores with an air of superior wisdom, severe and disdainful. It forcibly snatches away children from a world full of the mystery of God's own handiwork, full of the suggestiveness of personality. It is a mere method of discipline which refuses to take into account the individual. It is a manufactory specially designed for grinding out uniform results. It follows an imaginary straight line of the average in digging its channel of education. But life's line is not the straight line, for it is fond of playing the see-saw with the line of the average, bringing upon its head the rebuke of the school. For according to the school, life is perfect when it allows itself to be treated as dead, to be cut into symmetrical conveniences. And this was the cause of my suffering when I was sent to school. For all of a sudden I found my world vanishing from around me, giving place to wooden benches and straight walls staring at me with the blank stare of the blind.

The legend is that eating of the fruit of knowledge is not consonant with dwelling in paradise. Therefore men's children have to be banished from their paradise into a realm of death, dominated by the decency of a tailoring department. So my mind had to accept the tight-fitting encasement of the school which, being like the shoes of a mandarin woman, pinched and bruised my nature on all sides and at every movement. I was fortunate enough in extricating myself before insensibility set in.

Though I did not have to serve the full penal term which men of my position have to undergo to find their entrance into cultured society. I am glad that I did not altogether escape from its molestation. For it has given me knowledge of the wrong from which the children of men suffer.

The cause of it is this, that man's intention is going against God's intention as to how children should grow into knowledge. How we should conduct our business is our own affair, and therefore in our offices we are free to create in the measure of our special purposes. But such office arrangement does not suit God's creation. And children are God's own creation.

We have come to this world to accept it, not merely to know it. We may become powerful by knowledge, but we attain fullness by sympathy. The highest education is that which does not merely give us information but makes our life in harmony with all existence. But we find that this education of sympathy is not only systematically ignored in schools, but it is severely repressed. From our very childhood, habits are formed and knowledge is imparted in such a manner that our life is weaned away from nature, and our mind and the world are set in opposition from the beginning of our days. Thus the greatest of educations for which we came prepared is neglected, and we are made to lose our world to find a bagful of information instead. We rob the child of his earth to teach him geography, of language to teach him grammar. His hunger is for the Epic, but he is supplied with chronicles of facts and dates. He was born in the human world, but is banished into the world of living gramophones, to expiate for the original sin of being born in ignorance. Child-nature protests against such calamity with all its power of suffering, subdued at last into silence by punishment.

We all know children are lovers of the dust; their whole body and mind thirst for sunlight and air as flowers do. They are never in a mood to refuse the constant invitations to establish direct communication which come to their senses from the universe.

But unfortunately for children their parents, in the pursuit of their profession, in conformity to their social traditions, live in their own peculiar world of habits. Much of this cannot be helped. For men have to specialize, driven by circumstances and by need of social uniformity.

But our childhood is the period when we have or ought to have more freedom—freedom from the necessity of specialization into the narrow bounds of social and professional conventionalism.

I well remember the surprise and annoyance of an experienced headmaster, reputed to be a successful disciplinarian, when he saw one of the boys of my school climbing a tree and choosing a fork of the branches for settling down to his studies. I had to say to him in explanation that 'childhood is the only period of life when a civilized man can exercise his choice between the branches of a tree and his drawing-room chair, and should I deprive this boy of that privilege because I, as a grown-up man, am barred from it?' What is surprising is to notice the same headmaster's approbation of the boys' studying botany. He believes in an impersonal knowledge of the tree because that is science, but not in a personal experience of it. This growth of experience leads to forming instinct, which is the result of nature's own method of instruction. The boys of my school have acquired instinctive knowledge of the physiognomy of the tree. By the least touch they know where they can find a foothold upon an apparently inhospitable trunk; they know how far they can take liberty with the branches, how to distribute their bodies' weight so as to make themselves least burdensome to branchlets. My boys are able to make the best possible use of the tree in the matter of gathering fruits, taking rest and hiding from undesirable pursuers. I myself was brought up in a cultured home in a town, and as far as my personal behaviour goes, I have been obliged to act all through my life as if I were born in a world where there are no trees. Therefore I consider it as a part of education for my boys to let them fully realize that they are in a scheme of existence where trees are a substantial fact, not merely as generating chlorophyll and taking carbon from the air, but as living trees.

Naturally the soles of our feet are so made that they become the best instruments for us to stand upon the earth and to walk with. From the day we commenced to wear shoes we minimized the purpose of our feet. With the lessening of their responsibility they have lost their dignity, and now they lend themselves to be pampered with socks, slippers and shoes of all prices and shapes and misproportions. For us it amounts to a grievance against God for not giving us hooves instead of beautifully sensitive soles.

I am not for banishing footgear altogether from men's use. But I have no hesitation in asserting that the soles of children's feet should not be deprived of their education, provided for them by nature, free of cost. Of all the limbs we have they are the best adapted for intimately knowing the earth by their touch. For the earth has her subtle modulations of contour which she only offers for the kiss of her true lovers—the feet.

I have again to confess that I was brought up in a respectable household, and my feet from childhood have been carefully saved from all naked contact with the dust. When I try to emulate my boys in walking barefoot, I painfully realize what thickness of ignorance about the earth I carry under my feet. I invariably choose the thorns to tread upon in such a manner as to make the

thorns exult. My feet have not the instinct to follow the lines of least resistance. For even the flattest of earth-surface, has its dimples of diminutive hills and dales only discernible by educated feet. I have often wondered at the unreasonable zigzag of footpaths across perfectly plain fields. It becomes all the more perplexing when you consider that a footpath is not made by the caprice of one individual. Unless most of the walkers possessed exactly the same eccentricity such obviously inconvenient passages could not have been made. But the real cause lies in the subtle suggestions coming from the earth to which our feet unconsciously respond. Those for whom such communications have not been cut off can adjust the muscles of their feet with great rapidity at the least indication. Therefore, they can save themselves from the intrusion of thorns, even while treading upon them, and walk barefooted on a gravelly path without the least discomfort. I know that in the practical world shoes will be worn, roads will be metalled, cars will be used, but during their period of education, should children not be given to know that the world is not all drawing-room, that there is such a thing as nature to which their limbs are made beautifully to respond?

There are men who think that by the simplicity of living, introduced in my school, I preach the idealization of poverty which prevailed in the mediaeval age. From the point of view of education, should we not admit that poverty is the school in which man had his first lessons and his best training? Even a millionaire's son has to be born helplessly poor and to begin his lesson of life from the beginning. He has to learn to walk like the poorest of children, though he has means to afford to be without the appendage of legs. Poverty brings us into complete touch with life and the world, for living richly is living mostly by proxy, and thus living in a world of lesser reality. This may be good for one's pleasure and pride, but not for one's education. Wealth is a golden cage in which the children of the rich are bred into artificial deadening of their powers. Therefore in my school, much to the disgust of the people of expensive habits, I had to provide for this great teacher — this bareness of furniture and materials — not because it is poverty, but because it leads to personal experience of the world.

What tortured me in my school-days was the fact that the school had not the completeness of the world. It was a special arrangement for giving lessons. It could only be suitable for grown-up people who were conscious of the special need of such places and therefore ready to accept their teaching at the cost of dissociation from life. But children are in love with life, and it is their first love. All its colour and movement attract their eager attention. And are we quite sure of our wisdom in stifling this love? Children are not born ascetics, fit to enter at once into the monastic discipline of acquiring knowledge. At first they must gather knowledge through their life, and then they will renounce their lives to gain knowledge, and then again they will come back to their fuller lives with ripened wisdom.

But society has made its own arrangements for manipulating men's minds to fit its special patterns. These arrangements are so closely organized that it is difficult to find gaps through which to bring in nature. There is a serial adjustment of penalties which follows to the end one who ventures to take liberty with some part of the arrangements, even to save his soul. Therefore it is one thing to realize truth and another to bring it into practice where the whole current of the prevailing system goes against you. This is why, when I had to face the problem of my own son's education, I was at a loss to give it a practical solution. The first thing that I did was to take him away from the town surroundings into a village and allow him the freedom of primeval nature as far as it is available in modern days. He had a river, noted for its danger, where he swam and rowed without check from the anxiety of his elders. He spent his time in the fields and on the trackless sand-banks, coming late for his meals without being questioned. He had none of those luxuries that are not only customary but are held as proper for boys of his circumstance. For which privations, I am sure, he was pitied and his parents blamed by the people for whom society has blotted out the whole world. But I was certain that luxuries are burdens to boys. They are the burdens of other people's habits, the burdens of the vicarious pride and pleasure which parents enjoy through their children.

Yet, being an individual of limited resources, I could do very little for my son in the way of educating him according to my plan. But he had freedom of movement: he had very few of the screens of wealth and respectability between himself and the world of nature. Thus he had a better opportunity for a real experience of this universe than I ever had. But one thing exercised my mind as more important than anything else.

The object of education is to give man the unity of truth. Formerly, when life was simple, all the different elements of man were in complete harmony. But when there came the separation of the

intellect from the spiritual and the physical, the school education put entire emphasis on the intellect and the physical side of man. We devote our sole attention to giving children information, not knowing that by this emphasis we are accentuating a break between the intellectual, physical and the spiritual life.

I believe in a spiritual world, not as anything separate from this world, but as its innermost truth. With the breath we draw, we must always feel this truth, that we are living in God. Born in this great world, full of the mystery of the infinite, we cannot accept our existence as a momentary outburst of chance, drifting on the current of matter towards an eternal nowhere. We cannot look upon our lives as dreams of a dreamer who has no awakening in all time. We have a personality to which matter and force are unmeaning unless related to something infinitely personal, whose nature we have discovered, in some measure, in human love, in the greatness of the good, in the martyrdom of heroic souls, in the ineffable beauty of nature, which can never be a mere physical fact, nor anything but an expression of personality.

Experience of this spiritual world, whose reality we miss by our incessant habit of ignoring it from childhood, has to be gained by children by fully living in it and not through the medium of theological instruction. But how this is to be done is a problem difficult of solution in the present age. For nowadays men have managed so fully to occupy their time that they do not find leisure to know that their activities have only movement but very little truth, that their soul has not found its world.

In India we still cherish in our memory the tradition of the forest colonies of great teachers. These places were neither schools nor monasteries in the modern sense of the word. They consisted of homes where with their families lived men whose object was to see the world in God and to realize their own life in Him. Though they lived outside society, yet they were to society what the sun is to the planets, the centre from which it received its life and light. And here boys grew up in an intimate vision of eternal life before they were thought fit to enter the state of the householder.

Thus in the ancient India the school was there where was the life itself. There the students were brought up, not in the academic atmosphere of scholarship and learning, or in the maimed life of monastic seclusion, but in the atmosphere of living aspiration. They took the cattle to pasture, collected firewood, gathered fruit, cultivated kindness to all creatures, and grew in their spirit with their own teachers' spiritual growth. This was possible because the primary object of these places was not teaching but giving shelter to those who lived their life in God.

That this traditional relationship of the masters and disciples is not a mere romantic fiction is proved by the relic we still possess of the indigenous system of education. These *chaluspathis*, which is the Sanskrit name for the university, have not the savour of the school about them. The students live in their master's home like the children of the house, without having to pay for their board and lodging or tuition. The teacher prosecutes his own study, living a life of simplicity, and helping the students in their lessons as a part of his life and not of his profession. This ideal of education through sharing a life of high aspiration with one's master took possession of my mind. Those who in other countries are favoured with unlimited expectations of worldly prospects can fix their purposes of education on those objects. But for us to maintain the self-respect which we owe to ourselves and to our creator, we must make the purpose of education nothing short of the highest purpose of man, the fullest growth and freedom of soul. It is pitiful to have to scramble for small pittance of fortune. Only let us have access to the life that goes beyond death and rises above all circumstances; let us find our God, let us live for that ultimate truth which emancipates us from the bondage of the dust and gives us the wealth, not of things but of inner light, not of power but of love. Such emancipation of soul we have witnessed in our country among men devoid of book-learning and living in absolute poverty. In India we have the inheritance of this treasure of spiritual wisdom. Let the object of our education be to open it out before us and to give us the power to make the true use of it in our life, and offer it to the rest of the world when the time comes, as our contribution to its eternal welfare.

I had been immersed in literary activities when this thought struck my mind with painful intensity. I suddenly felt like one groaning under the suffocation of nightmare. It was not only my own soul, but the soul of my country that seemed to be struggling for its breath through me. I felt clearly that what was needed was not any particular material object, not wealth or comfort or power, but our awakening to full consciousness in soul freedom, the freedom of the life in God, where we have no enmity with those who must fight, no competition with those who must make money, where we

are beyond all attacks and above all insults.

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In conclusion, I warn my hearers not to carry away with them any false or exaggerated picture of this ashram. When ideas are stated in a paper, they appear too simple and complete. But in reality their manifestation through the materials that are living and varied and ever changing is not so clear and perfect. We have obstacles in human nature and in outer circumstances. Some of us have a feeble faith in boys' minds as living organisms, and some have the natural propensity of doing good by force. On the other hand, the boys have their different degrees of receptivity, and there are a good number of inevitable failures. Delinquencies make their appearance unexpectedly, making us suspicious as to the efficacy of our own ideals. We pass through dark periods of doubt and reaction. But these conflicts and waverings belong to the true aspects of reality. Living ideals can never be set into a clockwork arrangement, giving accurate account of its every second. And those who have firm faith in their idea have to test its truth in discords and failures that are sure to come to tempt them from their path.

I for my part believe in the principle of life, in the soul of man, more than in methods. I believe that the object of education is the freedom of mind which can only be achieved through the path of freedom--though freedom has its risk and responsibility as life itself has. I know it for certain, though most people seem to have forgotten it, that children are living beings -- more living than grown-up people, who have built their shells of habit around them. Therefore it is absolutely necessary for their mental health and development that they should not have mere schools for their lessons, but a world whose guiding spirit is personal love. It must be an ashram where men have gathered for the highest end of life, in the peace of nature; where life is not merely meditative, but fully awake in its activities; where boys' minds are not being perpetually drilled into believing that the ideal of the self-idolatry of the nation is the truest ideal for them to accept; where they are bidden to realize man's world as God's Kingdom, to whose citizenship they have to aspire; where the sunrise and sunset and the silent glory of stars are not daily ignored; where nature's festivities of flowers and fruit have their joyous recognition from man; and where the young and the old, the teacher and the student, sit at the same table to partake of their daily food and the food of their eternal life.