

(1)

Intellectual training
Intellectual a fundamental in
character building.

What is our ideal for our work among the students of our school? Do we put intellectual development or character building? Some will answer it is both. To be sure it

is and must be if the institution is really in any sense educational. We are obviously devoted several hours a day to the training of the mind of the youth committed to our charge; in school work ^{and} sports, societies, religious exercises ~~and~~ other extra curricular activities we stress the formation of right qualities of character. But what do we get at is this - ^{do we get at it in one or the other?} - is there in our minds a feeling that these two activities are in some rather ill defined way in opposition one to the other?

(2)

I have been amazed to find that I know that ~~in~~ some people with whom I have had relations I have been amazed to find that ~~they~~ they have had a ~~deeply~~ ~~and~~ ~~unconsciously~~ ~~absolutely~~ ~~unconscious~~ — sometimes almost unconsciously, sometimes quite consciously — an instinctive, ~~but~~ ~~now~~ ~~the~~ ~~has~~ ~~deeply~~ ~~rooted~~ idea that intelligence & character are ill-assorted bed-fellows, that one is seldom found comfortably and happily coexisting with the other in the same individual. There have been colleagues of ours here in the college who have ~~coincidentally~~ thought that one of these elements cannot be assiduously cultivated except at the expense of the other. Some have ~~been~~ ~~criticized~~ ~~by~~ ~~some~~ ~~for~~ ~~not~~ ~~stressing~~ ~~more~~ ~~the~~ ~~mystical~~ ~~regions~~ ~~of~~ ~~the~~ ~~revivalist~~ ~~emotionalism~~ — the element of faith ~~by~~ ~~and~~ ~~simple~~ ~~undoubtedly~~ ~~by~~ ~~such~~ ~~an~~ ~~unwholly~~ ~~inhuman~~ ~~ingredient~~ ~~of~~ ~~reason~~ — in our work of character-shaping. Others asseverate that just ~~as~~ ~~those~~ ~~traditional~~ ~~instrumentalities~~ ~~of~~ ~~modality~~ ~~is~~ ~~not~~ ~~clearly~~ ~~directed~~

to character building by emotional and religious appeal to the extent that we create an impression ^{we begin with} that dispassionate, scientific thinking is dangerous to morals ~~and~~ and religion and so to be discouraged in our students. The ~~situation~~ ^{actual situation} does not correspond to what either set of critics makes it out to be. But I do believe that ~~for~~ the average person, ~~far~~ almost every one of us - there quite a strenuous effort is necessary to overcome the traditional hereditary ~~tradition~~ of state of mind, ~~of~~ ^{of} popular conception of the antipathy between intelligence and goodness, ~~and~~ ^{the feeling} that the human mind cannot be trusted to point out the right way as often or as clearly as the human heart. I believe ~~for~~ that ~~is~~ vice versa. These two extremes of this view point - one ^{excellent} ~~stream~~ ^{stream} intellect the other ^{character} ~~character~~ have been responsible for much of the failure of our educational systems to promote a better order of society. If in a

(4).

school one attitude of mind only is represented or if there are the two attitudes of mind in violent and pragmatic opposition that school will accomplish very little in either the training of the intellect or in character building. What is needed it seems to me is a realization that a certain set of emotions, that which constitutes man's mystical or religious nature,

must be exploited if man is to feel an strong inclination to right living, but that an intensive training of the intellect is needed in order that man may really know how to direct ~~direct~~ ^{direct} this emotional nature the right orientation.

(Read p. 4-8) (15-19) (31-32)

If as ^{Dr. B. S. P.} ~~Dr. B. S. P.~~ says knowledge and virtue are ⁱⁿ ~~one~~ in what specific ways does intellectual training promote character building? First of all the right acts are an essential preliminary to right

character. A good man
 can't be good simply because
 he has a disposition to
 goodness - his goodness
 must ~~be good~~ be translated
 into action if it is to be socially
 effective. As we know a
 person of untrained mind is a
 bundle of prejudices and
 as much harm is done in the
 world by narrow bigoted goodness
 as by out and out badness. If
 we wish to combat prejudice
 we must make our appeal to
 the intellect not to re-
 cognition, the mother of prejudice.
 This leads me to point out
 what I mean by intellect training
 - I don't mean fact accumula-
 tion. Many so-called educated
 people are just as much
 victims of prejudice as the
 most ignorant. How many
 well-informed people there are
 who are absolutely ^{stupid} ~~unreasonable~~
 in their prejudices. Intellect
 training should be a constant exercise
 in looking at things, at people, at
 the world dispassionately & objectively.
 No person is worthy of the
 name of teacher or student whose

reason cannot dominate his prejudices; no institution is wide of the range of college where a clear-thinking & a judicial temper do not constitute a living ideal & an active ferment. The open mind is the ~~only~~ ^{the} guiding star to ~~socially~~ ^{virtuous} ~~belonging~~ ^{conduct}.

A great danger in a small college like ours with its multiplicity of character-forming activities is superficiality. Our contacts with the students in their sports, societies, religious activities meetings, etc. ~~are~~ ^{are} splendid and I wouldn't have them diminished, but there is a danger of spreading oneself out too thin of having our time so taken up that we neglect that first business of ours which is to study and teach. One of the great fundamentals in character building is thoroughness. What more inspiring example of thoroughness is there than a teacher who gives himself up with his whole soul to

his subject? What more devastating effect can be produced on the zeal and aspirations of an ambitious student than a realization that his teacher is only lukewarm in his ^{enthusiasm} ~~zeal~~ & ~~personally~~ ~~proficient~~ in his knowledge of his subject.

(Read p. 64)

Then too an essential basis of character is downright honesty - not only honesty of behavior but honesty of mind. If we slight our intellectual life - if we don't give it its due a place worthy of it in our scheme of ~~life~~ living - we are likely to give an impression of evading or ^{withholding} fearing the truth when we are called upon to give reasons for our religious convictions. Nothing has a more dampening effect on the natural religious aspirations of the young than this. If our beliefs are really right and well-founded ~~we should~~ why should we inwardly if not outwardly

~~Should~~ resent the question
 of the youthful doubter or
 critic? We can't square
 an honest faith in our
 religious convictions with a
 timorous dread that our
 students may hear or read
 something that will cause
 them to doubt accepted beliefs.
 It's my conviction that a
 student should be allowed
 - nay even encouraged -
 to read anything & everything
~~except the~~ ~~flawless~~ ~~or~~
~~vulgar~~, except the
 sickly sentimental, downright
 vulgar or obscene, or
 frivolously blasphemous.
 If our own intellectual & moral &
 spiritual lives are on a high enough
 plane what have we to fear?
 It's only the ill-equipped teacher
 who attempts to put the
 doubter on a student's quest
 for knowledge.

Another reason for us
 here not to so intense a
 cultivation of the intellectual
 as possible is that our
 students here we cannot

command the respect of
 our students or of having a
 bearing or make the first
 impression without giving
 evidence of leading a decent
 intellectual life. The more
 I see of our students the
 more I realize that if we
 are to secure from them the
 response necessary for
 shaping of right character we
 must be able to make the
 intellectual approach - reinforced
 naturally by all the spirituality
 we have at our command. We
 have only to think of the tremendous
 impression made by Dr. Van
 Nithrige on generation of
 students - his rare combination
 of intellectual and spiritual
 force - to realize the truth of
 this statement. We sometimes
 forget that a student has a mind
^{as well as a heart} ~~to be fed~~ to be fed. The same
 Christian worker who made the
 greatest impression on our
 students within my experience
 was Mr. Lockin of the
 British Student Movement. His
 well thought out address was

born out of a rich thought
 life contained food for
 thought in almost every word,
 and by that very fact carried a message which
 impressed. A final, and supreme
 argument for ground as an
 essential to character is that
 mind brings us nearest to
 God. We all ~~ack~~ acknowledge
 that mind is our choicest
 human possession. I mind
 is of God and not of the
 devil - as some people seem
 to think - it should be
 our ~~most~~ spiritual possession
 greatest asset spiritually.
 I believe the highest spirituality
~~is based on the~~ must have
 intelligence as its basis. Let
 us not be afraid to love
 intelligence with as ^{intense} ~~much~~
 passion as we do ~~possessions~~
 any other of God's gifts.

Boğaziçi Üniversitesi

Arşiv ve Dokümantasyon Merkezi

Kişisel Arşivlerde İstanbul'da Bilim, Kültür ve Eğitim Tanıtı

Scott Ailesi Koleksiyonu



SCTFETS0502104