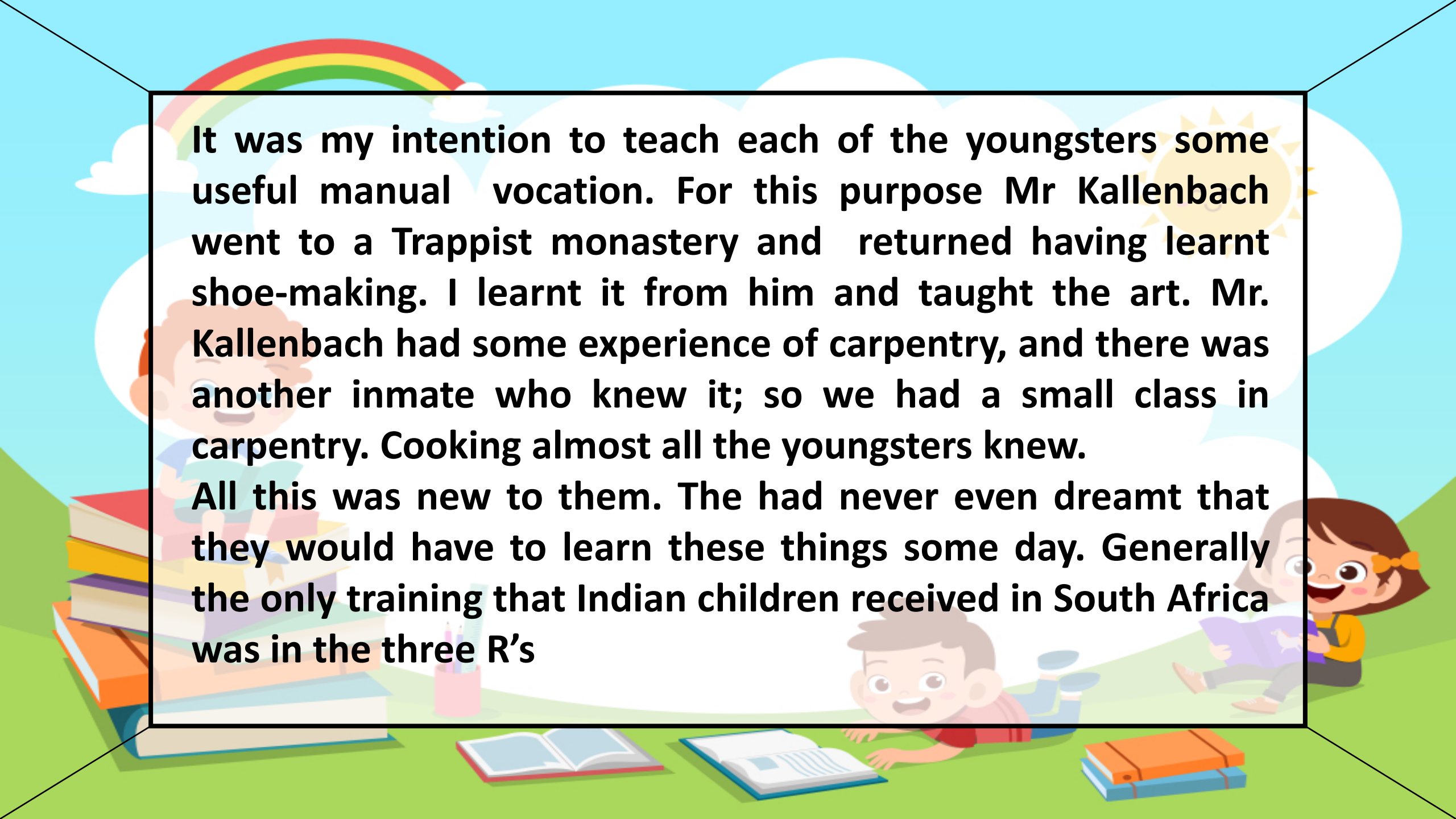


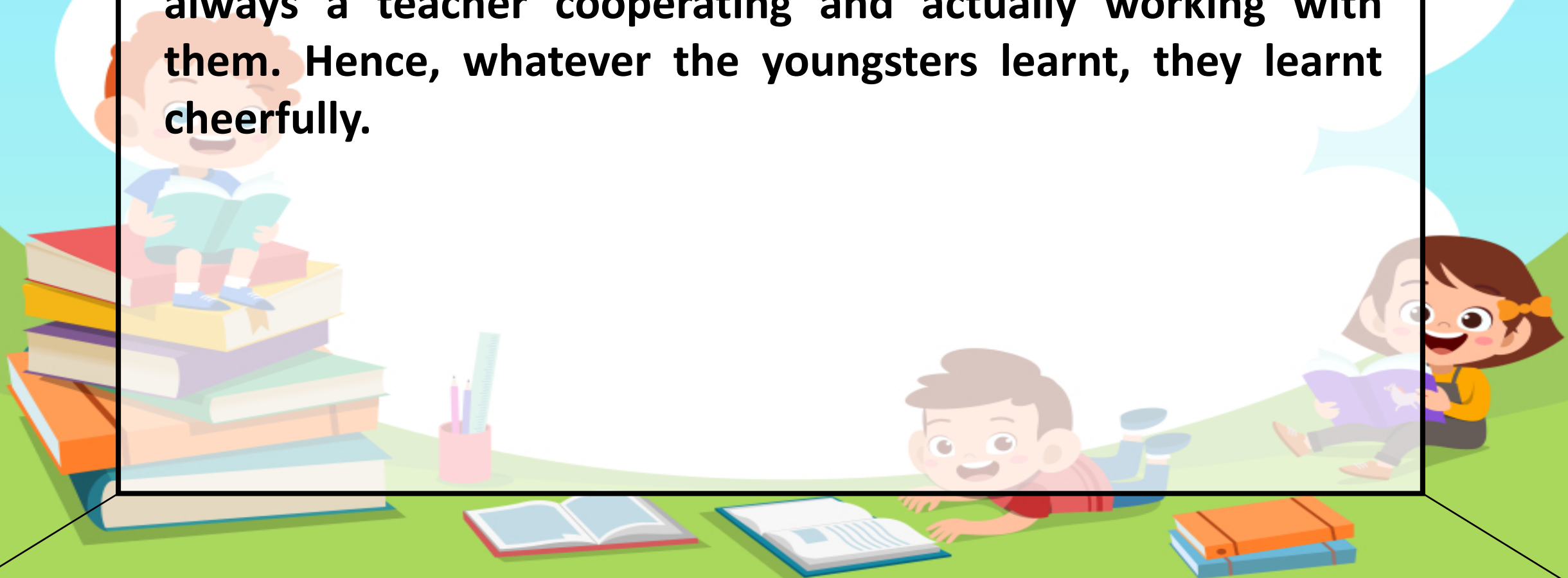
16. Gandhiji as a Schoolmaster Class 4 English



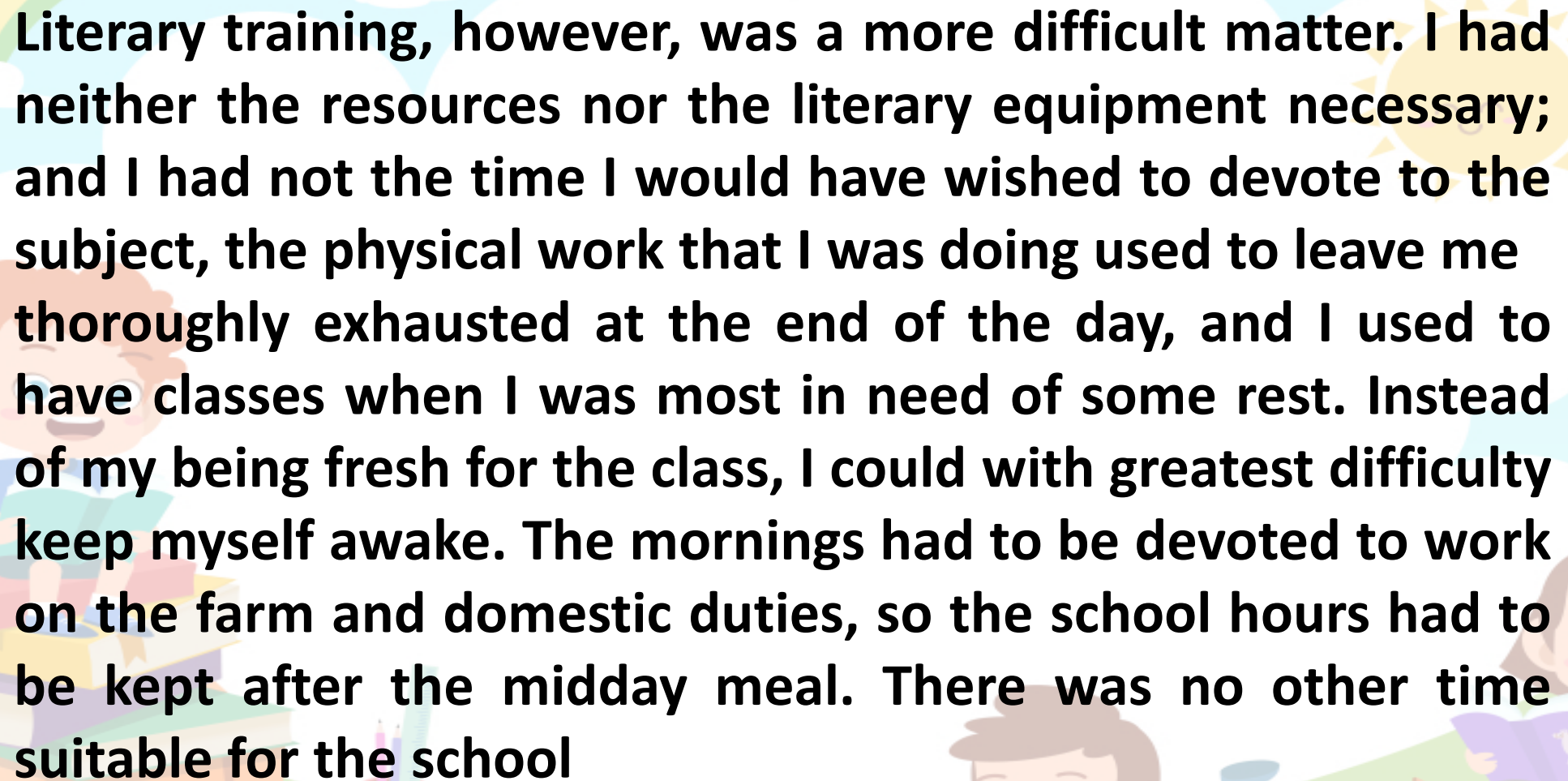
It was my intention to teach each of the youngsters some useful manual vocation. For this purpose Mr Kallenbach went to a Trappist monastery and returned having learnt shoe-making. I learnt it from him and taught the art. Mr. Kallenbach had some experience of carpentry, and there was another inmate who knew it; so we had a small class in carpentry. Cooking almost all the youngsters knew.

All this was new to them. They had never even dreamt that they would have to learn these things some day. Generally the only training that Indian children received in South Africa was in the three R's

On Tolstoy Farm we made it a rule that the youngsters should not be asked to do what the teachers did not do and therefore, when they were asked to do any work, there was always a teacher cooperating and actually working with them. Hence, whatever the youngsters learnt, they learnt cheerfully.

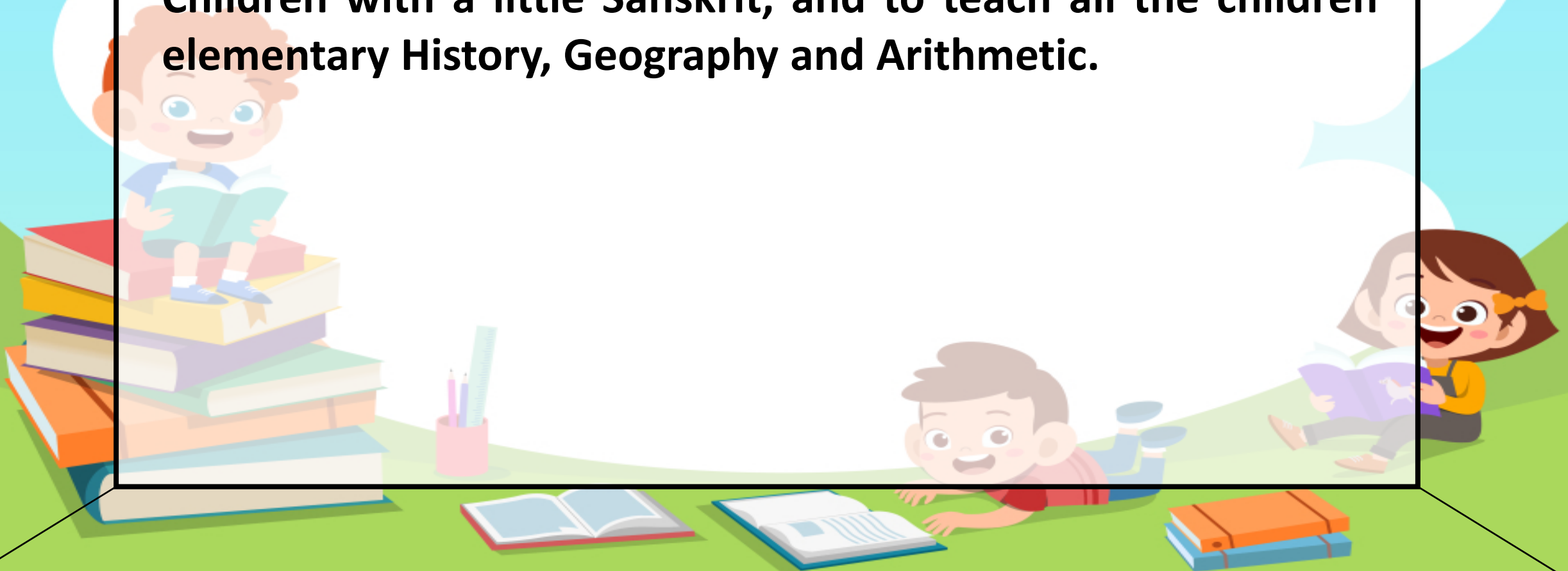


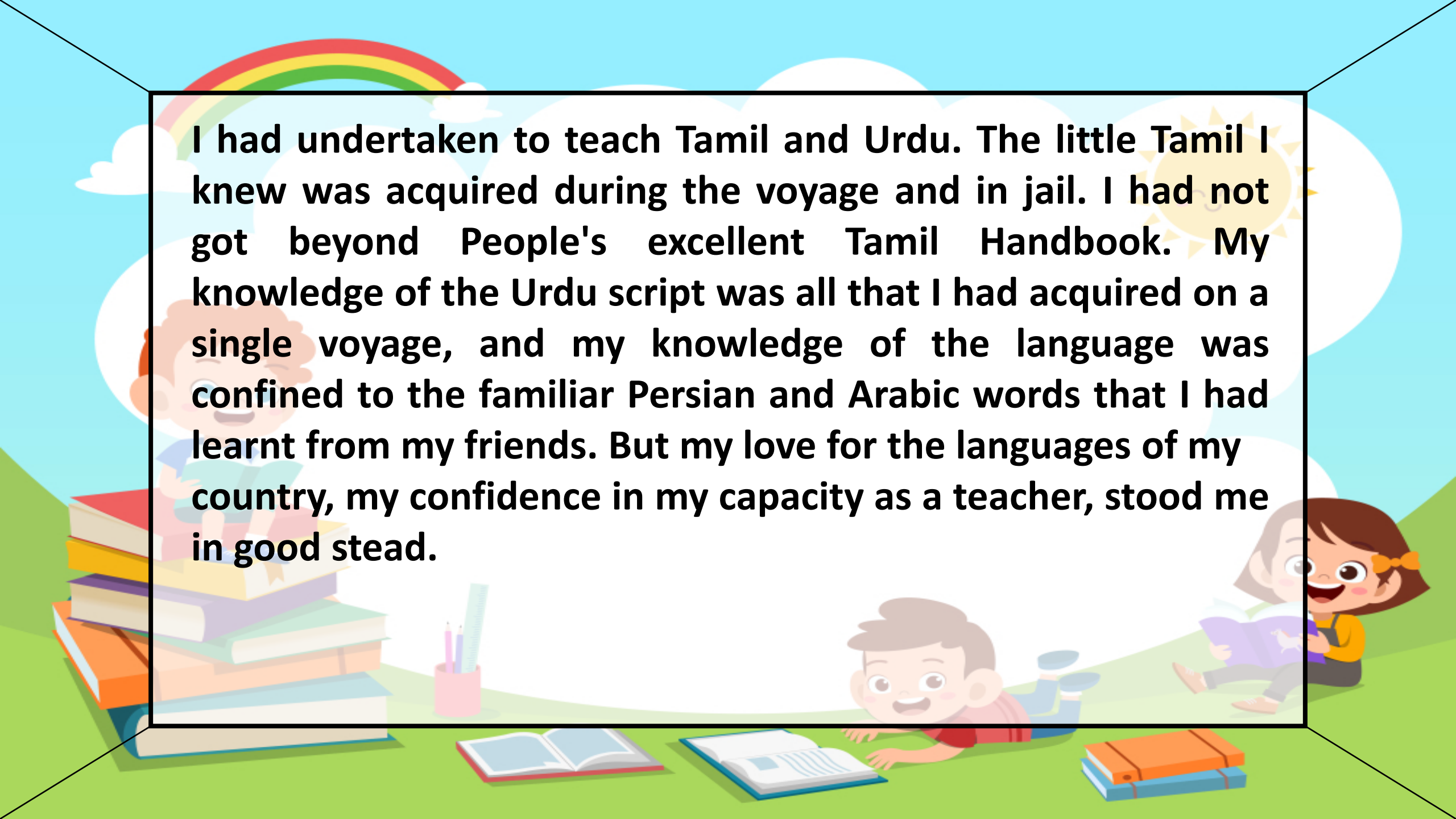




Literary training, however, was a more difficult matter. I had neither the resources nor the literary equipment necessary; and I had not the time I would have wished to devote to the subject, the physical work that I was doing used to leave me thoroughly exhausted at the end of the day, and I used to have classes when I was most in need of some rest. Instead of my being fresh for the class, I could with greatest difficulty keep myself awake. The mornings had to be devoted to work on the farm and domestic duties, so the school hours had to be kept after the midday meal. There was no other time suitable for the school

We gave three periods at the most to literary training. Hindi, Tamil, Gujarati and Urdu were all taught. English was taught as well. It was also necessary to acquaint the Gujarati Hindu Children with a little Sanskrit, and to teach all the children elementary History, Geography and Arithmetic.





I had undertaken to teach Tamil and Urdu. The little Tamil I knew was acquired during the voyage and in jail. I had not got beyond People's excellent Tamil Handbook. My knowledge of the Urdu script was all that I had acquired on a single voyage, and my knowledge of the language was confined to the familiar Persian and Arabic words that I had learnt from my friends. But my love for the languages of my country, my confidence in my capacity as a teacher, stood me in good stead.

BACK TO SCHOOL

Thank you

