

THE BEDROCK  
OF EDUCATION  
By G. S. ARUNDALE

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Thoughts on "At the Feet of the Master".  
Thoughts of the Great.  
Growth of National Consciousness in the  
Light of Theosophy.

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The Ashrama Ideal.  
National Education.  
Student-Citizenship.  
The Path to Leadership.  
The Spirit of Freedom.

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The Way of Service, etc., etc.

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BEDROCK OF EDUCATION

BY  
GEORGE S. ARUNDALE

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## FOREWORD

AN introduction of Dr. Arundale either as a writer or speaker on education is a superfluity. He is known far and wide as such—and not simply as such but as much more. He is not merely an educator: he is an education. You cannot live near him for long without yourself becoming hopelessly educated—and educative. He wakens you up: he lets you loose. He lifts you to the peaks of realisation of your dazzling potentialities if you will but find your own way to expression. But the minute you think of settling down on the comfortable but dangerous eminence of self-congratulation at the fine person you are, he sets you in the midst of little children and the ignorant, and invites you to a feast of wisdom at their hands—especially if you be or wish to be of the company not of alleged but of real teachers.

Nothing of this need be said. But it happens that just while Dr. Arundale is studying flying-fish on the road from Mandalay, *via* India, to Europe, this book of his comes from the press, and two blank pages in the front give a happy opportunity (out of range of the rebuke of modesty and the blue pencil) for the indulgence in the superfluity that is anathema to the mind, but is the natural mode of the heart.

I say nothing of the book. It does that for itself; and if it did not, no voice of another would mend its dumbness.

Of the man behind the book no foreword would be adequate to a future that pure idealism and long practical sacrificial service have marked out for the highest. This foreword, then, is an afterword, a lowered flag of recognition to achievement that passes on to more.

Dr. Arundale's achievement as an educationist is that he is different. Other educationists look from below upwards, or at worst fumble below with level eyes, and in either case achieve an infectious bewilderment among machinery and items. Dr. Arundale looks from the centre, and has therefore the clarity and assurance of true perspective. He utters educational doctrine; but *he utters it*, he does not permit it to utter him; and he is never merely doctrinal. He has his feet on the solid ground of theory—but as a pedestrian, and toward hills; no milestone can boast that he has ever sat down on it to theorise. To him no principle has a right to a place in the aristocracy of power that does not pass its test in the democracy of use; his practice, therefore, as an educationist is never that of the merely practical man.

And as he practises, he preaches—as in this book.

JAMES H. COUSINS, D. LIT.

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