



Lack of Self Expression in Aesthetic Side of Life – A Case Study

Dr.AkkaBattulaCheranjeeva Rao

Assistant Professor, Godavari Institute of Eng& Tech, Rajamandury

Introduction:

The big hit me, so I hit the babies the divergent theories have been advocated in the present day Education. All these theories have well said about the purpose of education is provide opportunities and to erase under influence and also it gives culture to the individual and develops their capacities for living. The true education should be connected to the community than in relation to individual and its sole business is to train the individual for the acquisition of citizenship. The common view of education is to develop positive attitudes but today's education is totally reverse of the ideal practicing of education. In practice the education has fallen into the trap of Negative side.

The choice of right system of education depends upon the adoption and absorption. The negative of view of education has become dominant that hits the progressive thinking of an individual the liberal system of education can be inspiration to the individual since the time of Russian. It is very odd, the political liberalism has been connected with the belief in compulsory education while the belief in freedom in education has greater importance among socialists and even communists.

The recent times the view of education and the business of education to train the child in the way he should go. He was to be taught morals, habit of industry and stock of knowledge proportional to his

social station. This was to be achieved not by those not by those who employed in the training of horses. With the ship the trainer teaches the child , that results crudity and affects the minority in education, but in that minority certain habits had been formed habits of self discipline and social conformity , of capacity for command and harshness that took no account of human needs. Dr.Keates pedagogues made the nations vibrant in education. His pedagogue provides and its products such as Spartan toughness and to complete in capacity for intellectual doubt, acquired qualities needed by an imperial race among the backward people. They did not give importance for realization their sort of education has given priority for acquiring intelligence and emotions in order to strengthen will. The Romantic Movement was essentially a protest n and the name of emotions against the emphasis upon the will.

Freedom in education is very strong one. Absence of freedom in education causes conflicts and Psychological effect on a child. The child who is treated by coercion if tend to respond with hatred, and it takes place he is not able to free vent to his hatred, it festers inwardly and may sink into the unconscious with all kinds of strange consequences through in the rest of life. The father as the object of hatred may come to be replaced by the State, the Church, or a foreign nation it leads to a man to be become an anarchist, an atheist, a terrorist as the case may be or again hatred of authorities who

oppress the child may become transferred into a desire to inflict equal oppression later upon the next generation. A man subjected to hatred cannot not maintain pleasant social personal relation.

The consequences of compulsion of education that destroys originality and intellectual interest. Desire for knowledge. Leads a man a good deal of knowledge. They are being destroyed that they are given more than they desire or can assimilate children who are forced to learn acquire a loathing for knowledge. They cannot think originally and spontaneously, they only think with a view of pleasing adults. Therefore with an attempt at correctness rather than from natural curiosity. The killing of spontaneity is a disastrous in artistic directions children who are taught literature or painting or music with a view of correctness rather than self-expression become progressively less interested in the aesthetic side of life even a boy's interest in mechanical devices can be killed by too much of instruction. Many troubles in learning can be avoided by making lessons voluntarily. Then there is no longer friction between teacher and pupil and the pupil and the pupil consider the knowledge imparted by the teacher worth having their imitative is not destroyed because it is by their own choice that they learn and they do not accumulate masses of undigested hate to lie festering in the unconscious throughout the rest of life.

For all these reasons, reforming educators tend towards greater freedom in schools however that freedom in school can be erected into an absolute principle. Providing freedom with certain limitations.

Another rather humble virtue which is not likely to be produced by a wholly free education is punctuality is a quality the need of which is bound

up with social Co-operation. It has nothing to do with relation of the soul to good or with mystic insight or with any of the matters with more elevated and spiritual moralists are concerned. But the habits of punctuality are hardly likely to be learned in a free atmosphere. They cannot exist in a man who allows his moods to dominate him. For this reason they are perhaps incompatible with the highest forms of achievement. In this context it is worth to remember Newton's ever finding it out. The highest achievement in most directions demands capacity for absorption in a mood, but those whose work is less skilled, from royalty down ward, do much harm if they are habitually unpunctual. It seems unavoidable therefore that young should be subjected to the necessity of doing certain things at certain times if they are to be fitted to take any ordinary part in modern life. Those who are extraordinary talent they are exempted.

Another serious matter honesty. This is not fancy tern of sense by using it. Merely respect of the property of others. This not natural characteristic of human beings. The modern minds have some confusion on this discipline. There is such a thing as kleptomaniac, unconsciously to himself. Kleptomaniac cannot be dealt with by punishment, but only by Psychological understanding.

Many apostles of freedom go astray is that the young may fail to recognize sufficiently the importance of routine in their life. I do not mean to say that a routine should be rigid and absolute. A life of uncertainty is nervously exhausting at all times especially in youth. The child derives a sense of security from knowing more or less what is going to happen day by day. He wishes his world to be safe and subject to the reign of law.

Our belief in the uniformity of nature is largely projection up on the cosmos of child's desire for

routine in the nursery. Adventurous and courage are highly desirable qualities, but they can be developed against a background of fundamental security.

A further important point is a large element of routine is that children find it both tiring and boring to have to choose their own occupation at all odd times. They prefer that at many times the imitative should not be theirs, and their own choice is confined within a frame work imposed by friends, adult's children like grownups, enjoy the sense of a achievement derived from mastering difficulty.

The capacity for consistent self- direction is one of the most valuable that a human being can possess. It is practically unknown in young children and is never developed either by a very rigid discipline or by complete freedom. Complete freedom throughout childhood does not teach him to resist the salutations of a momentary impulse. He does not acquire the capacity of concentrating on one matter when he is interested in another or of resisting pleasure because they cause fatigue that will interfere with subsequent work. The strengthening of the will demands, therefore a somewhat subtle mixture of freedom and discipline and is destroyed by an excess of either.

That all training should have the co-operation of the child's will thought not of every passing impulse. It is of the highest importance that whatever discipline may exist should not involve more than minimum of emotional restraint. If discipline is absent, he will become incompatible with the training of decent and competent human beings he will achieve desired goals.

It requires among adults a genuine and spontaneous interest in intellectual pursuits. It requires sympathy and tact and skill in the teacher. The absence of compulsion causes at a delay of year of

two in the acquisition of knowledge. The ideas of education as merely affording opportunities for natural growth is not, one should think treat one can be upheld by a person who realizes the complexities of modern societies. To say complexity is regrettable and it would better to return to a simpler way of life.

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