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GENERAL EDITOR: PROFESSOR J. W. ADAMSON

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CITIZENSHIP AND THE SCHOOL

BY

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GENERAL EDITOR'S PREFACE

THE enthusiastic reformer of society desires to throw many novel tasks upon the school, whether those tasks have any vital relation or not to the purposes for which schools exist. Men are not absolutely agreed as to what those purposes are; yet probably all would admit that, either as a primary or a secondary purpose, the making of good citizens (as distinct from good partisans) is one of the aims which schools should have in view. The circumstances of our time make that particular aim an obvious one for an institution so public as the school.

This book does not propose the intrusion of a new study into a curriculum already crowded, if not over-crowded. It describes, from the stand-point of the form-master, or form-mistress, not a new "subject" but an attitude towards studies whose right to appear in a school course, whether elementary or secondary, has long been recognized. Like its fellows in the present series, it is intended to assist school-room practice, not to present a purely theoretical discussion, though of course principles are by no means forgotten. The actual class-room is always present to the mind of the author, who knows from his own experience that his recommendations are feasible in schools where conditions are in no sense exceptional or especially favourable to teaching citizenship in a way both practical and interesting.

J. W. A.

PREFACE

THE following pages embody an attempt to outline a course of civic instruction based on the belief that the surest foundation for English political and civic education is a knowledge of England and the English people. The purpose of the book is three-fold: firstly, to emphasize the urgent need for civic instruction in English schools; secondly, to discuss and define the content of the subject suitable for school purposes; and thirdly, to outline a method by which adequate and stimulating civic instruction can be given in schools through the media of history and its allied studies without expense and with the least possible modification of existing syllabuses. It will be seen that the course gives pupils a sound body of knowledge, and affords them training which can no longer be denied a place in schools even if it displaces some matter which is taught at present.

Naturally 'many teachers, many methods'; but once the need for civic instruction is recognized and its claims accepted, teachers themselves will see to it that the teaching is developed and improved. The writer will be satisfied if this book helps to point out the way, and brings nearer the time when in all English schools the principles of citizenship, the rights and duties of citizens, and the elements of political economy are taught in such a way as to inculcate a respect for our national institutions, a desire and an aptitude for public and social service in after-life, and an abiding love for England.

P. B. S.

LONDON
August, 1923

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