

Cambridge University Press
978-1-107-67828-6 - Education of To-Day
Edited by E. D. Laborde
Frontmatter
[More information](#)

EDUCATION
OF
TO-DAY

Cambridge University Press
978-1-107-67828-6 - Education of To-Day
Edited by E. D. Laborde
Frontmatter
[More information](#)

Cambridge University Press
978-1-107-67828-6 - Education of To-Day
Edited by E. D. Laborde
Frontmatter
[More information](#)

EDUCATION
OF
TO-DAY

*A Series of Addresses delivered at the
Third Young Public School Masters'
Conference at Harrow School
in January 1935*

Edited by
E. D. LABORDE, Ph.D.
Assistant Master at Harrow School

CAMBRIDGE
AT THE UNIVERSITY PRESS
1935

Cambridge University Press
978-1-107-67828-6 - Education of To-Day
Edited by E. D. Laborde
Frontmatter
[More information](#)

CAMBRIDGE
UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

Published in the United States of America by Cambridge University Press, New York

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/9781107678286

© Cambridge University Press 1935

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 1935

First paperback edition 2014

A catalogue record for this publication is available from the British Library

ISBN 978-1-107-67828-6 Paperback

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate.

CONTENTS

Foreword	vii
Introduction	xi
By the Right Hon. Lord EUSTACE PERCY	
Education in Citizenship	I
SPENCER LEESON, M.A., <i>Headmaster of Winchester College</i>	
The Teaching of Current Events	13
C. H. K. MARTEN, M.A., <i>Vice-Provost of Eton College</i>	
The World's Societies	23
H. J. FLEURE, D.Sc., <i>Professor of Geography, Victoria University, Manchester</i>	
The Teaching of the Classics	34
CYRIL BAILEY, LITT.D., F.B.A., <i>Fellow of Balliol College, Oxford</i>	
The Wider Possibilities of Physical Culture	43
L. P. JACKS, M.A., LL.D., <i>formerly Principal of Manchester College, Oxford</i>	
Modern Languages and Internationalism	52
The Rev. H. J. CHAYTOR, M.A., LITT.D., <i>Master of St Catharine's College, Cambridge</i>	
The Writing of English at School and Elsewhere	63
J. DOVER WILSON, LITT.D., F.B.A., <i>Professor of English Literature, Edinburgh University</i>	
Personality and War	85
WICKHAM STEED, LL.D., <i>formerly Editor of 'The Times'</i>	

Cambridge University Press
 978-1-107-67828-6 - Education of To-Day
 Edited by E. D. Laborde
 Frontmatter
[More information](#)

vi	<i>Contents</i>	
	The Modern Movement in Education	96
	LAURIN ZILLIACUS, B.Sc., <i>Headmaster of Tölö svenska samskola, Helsinki</i>	
	Education for World Citizenship	114
	LAURIN ZILLIACUS	
	The Psychology of the Post-War Boy	133
	H. CRICHTON-MILLER, M.A., M.D., <i>Hon. Senior Physician, Institute of Medical Psychology</i>	
	Education for Leisure	141
	T. F. COADE, M.A., <i>Headmaster of Bryanston School</i>	
	Leadership	153
	Sir R. WALEY COHEN, K.B.E., <i>Managing Director of Shell Transport and Trading Company</i>	
	Personal Religion	161
	The Rev. GEOFFREY ALLEN, M.A., <i>Fellow and Chaplain of Lincoln College, Oxford</i>	
	Christianity and Education	168
	DOM MARTIN COLLETT, O.S.B., <i>Abbot of Pershore and Nashdom</i>	
	Index	173

FOREWORD

THE present volume contains a series of lectures and addresses delivered in January, 1935, at the third Conference of Young Public School Masters at Harrow. As in 1930, when the Conference was first held, the considered discourses of a strong body of lecturers seemed to deserve, if not to demand, a wider audience than that of the hundred and thirty public school masters who listened to them. The extensive appeal of the volume containing the lectures delivered at the first Conference strengthened the proposal to publish, and it was decided to lay a collection of the addresses before all those interested in education, whether practically or theoretically.

Unfortunately, it has not been possible to include all the addresses actually given, since some of them were informal talks, while others were delivered from short notes which the busy speakers have not found time to amplify for publication. These and the discussions which followed the various lectures have proved useful and stimulating to those who heard them; yet this volume may claim to hold whatever was spoken at the Conference, which the audience felt that it would like to read afterwards at leisure in order to reflect upon and assimilate. Sir Robert Waley Cohen's authoritative address on *Leadership*, which was delivered in 1932 at the second Conference and has remained in manuscript for three years, has been deemed too good to be left in continued neglect and has been included here.

A glance at the list of authors in the Table of Contents will show how varied the outlook of the several lecturers was bound to be. Naturally, the majority of speakers were professional educationists in the schools and universities, but the rest included men of business, science, religion, and social work, who had approached and studied education from the point of view of their own interests. Yet, that variety has not

made of the volume a miscellaneous collection of articles, since a large measure of unity has been secured through the direction of the lectures towards the common theme of "Education in an international world"—a phrase whose significance is fully explained by Mr Laurin Zilliacus. In some respects the lectures supplement each other by turning the limelight on to different parts of the same subject. A striking degree of agreement is noticeable on such matters as the need for bringing education into touch with modern life in both subject and method, the special difficulties of the youth of to-day amidst the rapid progress of mechanical invention, or the importance of training the mind to think independently and to eschew catch-phrases and ready-made opinions.

The volume offers a peculiarly representative picture of educational thought in this country at the beginning of 1935. Since the "Harrow Lectures" contained a similar review for 1930, a comparison of the two books carries the interest of enabling the reader to realise and gauge the vast amount of progress made in the science of education during the intervening five years. Perhaps the greatest change is to be found in the loosening of the old academic bonds and a tendency towards realism in education. It is not merely a trend towards a new curriculum that is noticed, but also a new spirit of approach to the studies of the past. Without our noticing it, a revolution has taken place.

The present time is one of tense international stress. A world whose interests are international and which pays lip-service to the principle of co-operation among peoples is paradoxically intensely nationalistic in its outlook and in the economic and political actions of the several States. The holding of a Conference on such a general theme as "Education in an international world" and the attendance of a large and enthusiastic body of masters from a wide range of public schools demonstrates the alertness of the older foundations and their readiness to play their part in solving a world problem. Difficulties exist, and chief among them is the

Cambridge University Press
978-1-107-67828-6 - Education of To-Day
Edited by E. D. Laborde
Frontmatter
[More information](#)

Foreword

ix

tendency of sectional bodies towards the use of the schools of this country for spreading sectional beliefs. But, as Mr Spencer Leeson says: “the fair-mindedness of the majority of English teachers . . . will protect us against the grosser assaults of propaganda”.

Nothing now remains, except to thank those who enabled the Conference to be held: the lecturers who gave their time freely and ungrudgingly; the Headmaster of Harrow, who again allowed the use of the War Memorial Building and afforded other facilities; the various housemasters who kindly put up a large part of the gathering; the staff of the Hill Tea House; and the many School servants, who gave up a portion of their holidays.

E. D. L.

Harrow-on-the-Hill
September 1935

Cambridge University Press
978-1-107-67828-6 - Education of To-Day
Edited by E. D. Laborde
Frontmatter
[More information](#)

INTRODUCTION

Lord Eustace Percy

THE present volume contains the addresses delivered at the third Conference of Young Public School Masters in January 1935. No record survives of my own opening address; it deserved none, for every point which I sought to make was better made by subsequent lecturers. As a substitute for it, I have been asked by the Editor to write a word of introduction.

The atmosphere of these Conferences is, I think, well described by Mr Zilliacus on page 96: "A survey of the New Education must include a great deal that is common practice and common outlook throughout English education of today and some that has long been so, particularly in the Public Schools... The boundary line between old and new is not easy to trace in England." It is the absence of this boundary line that sets the tone of all English thinking about education—and, indeed, about social life. Elsewhere, modern ideas and modern needs in education can be discussed in the terms adopted recently by a group of American writers, in terms of an Educational Frontier. It may be the frontier of the American pioneer, a steadily advancing line between farm and prairie, between the desert and the sown. It may be the Front of Nazi propaganda, the battle line of a disciplined community. But, however conceived, it is a boundary on either side of which rival theories can be sharply defined. In England there can be no such clear-cut formulation, for there is no "united front". No doctrine has held long enough to create a school or provoke a counter-school. There has been tradition, but our tradition is a climate rather than a code, and an English climate, where it is good to live, but where outlines are blurred, where the distances of past and

future fade into mist, and where man's rawest innovations are quickly softened into the landscape by grass and creeper and tree.

And so, the question to be asked of a book like this is, not "are these views of education conservative or progressive?" but "is this a good climate to work in?" That would be true of the deliberations of any body of English teachers, but Mr Zilliacus is right in using the words "particularly in public schools". Nowhere does the haze of distance veil so many past changes of organisation and even of function, nowhere does the native growth of heath and woodland conceal so many recent experiments of building and quarrying, as in what is sometimes called our public school tradition. And nowhere to-day has the impact of economic change upon the school been stronger than here, nowhere is the need for adaptation to new conditions and prospects of social life more keenly felt. This sense of shock and this effort at response pervade these addresses, and not the less effectively, to a sensitive ear, because they are expressed in so conversational an undertone. In our response, we are not the less alive to formulated principles of education because we speak of "unity of curriculum", as on page 13, under the genial symbolism of the "red herring". Above all, we know that the response required of us is that we should give to our younger generation a fresh sense of purpose; but it is not in our climate, even were it in our conscience, to exalt them into a priesthood or mobilise them into a pretorian guard. We believe, obscurely but with confidence, that their purpose will be set for them by the spirit already in them and by the world as it is around them, and we seek so to bring these two together, the eternal inspiration with the changing environment, that the resulting impulse may deserve to be dignified by the name of Duty.