

# THE FOUNDATIONS OF EDUCATION

VOLUME ONE

AIMS AND ORGANIZATION

*BY THE SAME AUTHOR*

HISTORY AND ITS PLACE IN  
EDUCATION: WITH SPECIAL  
REFERENCE TO ENGLISH SCHOOLS  
AND COLLEGES.

AN INTRODUCTION TO SOCI-  
OLOGY.

THE SCHOOL: AN INTRODUCTION  
TO THE STUDY OF EDUCATION.

PRINCIPLES OF CLASS TEACH-  
ING.

THE CHILDREN OF ENGLAND:  
A CONTRIBUTION TO SOCIAL HISTORY  
AND TO EDUCATION.

# THE FOUNDATIONS OF EDUCATION

A SURVEY OF PRINCIPLES AND PROJECTS

BY

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VOLUME ONE

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## PREFACE

I HOPE this book will be read by two sets of people : by my fellow teachers first of all, such as have been good enough to read what I have written or edited in earlier years : to them this exposition is a reshaping of ideas, following up the advances that have been made (especially perhaps in sociology) since we have begun to reap the fruits of the movement referred to in Note II. A writer is seldom able to assess the merits of his own work : I shall be curious to learn how far, in either of these Sections, I have actually forged ahead.

The ground of Section I has been trodden and re-trodden ever since men have written books on education, and I have therefore cut down the exposition to the smallest dimensions. In Section II new ground is broken : so far as I am aware, no student in this country has hitherto sought to elucidate principles of organization in a comprehensive scheme. The exposition will certainly be found defective, but it will at least serve as a challenge both to students of politics and to students of pedagogics. The general plan had been in my mind for a long time, and had in fact been published in a book now out of print<sup>1</sup> : the conception was due to the example of teachers in Germany, whose *System der Pädagogik* usually paid attention to this field, in contrast to corresponding books on Principles of Education by English or American authors. But the right foundation for these studies has to be sought in social and political theory, and it was only after wide reading in sociology that the ground seemed to be firm under my feet. And I should add that these inquiries into

<sup>1</sup> *Outline of Education Courses*, by Sadler, Findlay and others (Manchester University Press, 1911).

sociology were not begun with the intention of bringing education into relation with politics, but to find a more philosophic basis for doctrines (which will be discussed in Vol. II) concerned with corporate life within the school. The basis for Section II in the theory of Institutions (Chapter VI) was a by-product, so to speak, of investigations into problems which concern the teacher rather than the organizer.

This first volume is therefore written for laymen as well as teachers, and the publishers issue the two volumes separately, for, although they will present a connected argument, the themes dealt with in Vol. I concern the general public interested in education as much as those who engage in teaching. Many of the pages are encumbered with cross-references to other parts of the book, and will, I fear, cause irritation to some readers. If, however, my insistence on the need for 'system' (p. 2) is warranted, I shall be pardoned for an anxiety to hold the threads of the argument together.

I am greatly indebted to proof-readers, to colleagues in the Faculty of Education, Mr. and Mrs. Ewing, Miss Hindshaw, Dr. Jackson, and Dr. Olive Wheeler, and especially to Professor Cavenagh of the University of Wales. If acknowledgment of help were extended, it would be dedicated to a host of friends. For a book like this is the outcome of a life's experience: my teachers during sixty years (home, school, university) stand foremost in grateful memory, and then one's colleagues and one's students, teachers in fact though not in name, for "iron sharpeneth iron." Education, to those who give their lives to it, is a joyous adventure, just because the teacher is ever a learner.

*Come, my friends,  
'Tis not too late to seek a newer world.*

J. J. FINDLAY.

May, 1925.

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