

EDUCATION FOR
CITIZENSHIP
IN
SECONDARY SCHOOLS

Issued under the Auspices of
THE ASSOCIATION FOR EDUCATION
IN CITIZENSHIP

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FOREWORD

I*N the last few years it has been clearly proved that democracy is by far the most difficult of all forms of government—so difficult that many nations have abandoned it in favour of more primitive forms. The decay of democracy abroad has led many people to the conclusion that, if those democratic institutions, which we in this country agree are essential for the full development of the individual, are to be preserved, some systematic training in the duties of citizenship is necessary, and indeed such training has long been practised in one form or another. Men and women receive in schools, factories, workshop and university a vocational training designed to fit them to be useful members of a trade or profession, and in the same way, it is felt, they are in equal need of a more subtle and difficult form of training to enable them to play their parts as useful members of the whole civilized community, which embraces all professions.*

It is possible, as it seems to me, to regard the process of education from three main standpoints—vocational education, which concerns itself with man as an economic unit; education for leisure; and education for citizenship, which is concerned with man as a social or civic unit. The conditions in which we live to-day and the problems that confront us call for a fresh emphasis in the work of education on the social and civic responsibilities which inevitably await the intelligent citizen. A good deal of work in these directions has already been done, and no one familiar with English schools can have failed to mark their serious underlying interest in all that constitutes good citizenship. The Association for Education in Citizenship, however, believes that direct teaching for citizenship is a subject which can and must be taught more generally. Few people, I imagine, would disagree with this view, if they were convinced of its

feasibility and could envisage clearly the form which such teaching should take. It is to the solution of these two problems that the present book is directed. A previous publication¹ under the auspices of the Association set out to make clear the general need and the aim of such teaching; the intention now is to show precisely how that aim can be achieved in practice.

The intangible nature of the subject and the fierce controversies which centre round the whole question make the experienced teacher hesitate to undertake such an apparently formidable task. The authors of this book believe that the second of these difficulties is much exaggerated, and that there is in fact a great expanse of ground common to all parties on which the teaching may be based. Whether this is so I must leave others to judge; but I can warmly commend the book to the attention of all those who are concerned with the vital connexion between education and the realities of national life.

OLIVER F. G. STANLEY

President of the Board of Education

July, 1935.

¹ *Training for Citizenship*, by Sir Ernest Simon and Eva M. Hubback (O.U.P. 1s.).

PREFACE

I TAKE it as a high privilege that I have been allowed to introduce so distinguished a company of writers on a subject of such common and urgent interest. Citizenship is the heritage of all of us, and we all share the responsibility of bringing it to the highest stage of efficiency which the nature of the subject admits. Some topics, e.g. history, geography, economics, and politics, are immediately germane and relevant; in other cases, such as biology, mathematics, art, and literature, the connexion may be more indirect, but the line of approach is equally continuous, and the whole makes up a corpus of Education no branch of which can be safely neglected. The work of the class-room can be strengthened and corroborated by external activities, directed to the one end of inculcating the best kind of life, with as little as possible of bias and partisanship and with the utmost of concentration and dispassionate judgement.

The volume is primarily intended for teachers in our secondary schools, but is wide enough to appeal to all who are interested in educational methods at whatever stage they enter upon the course of school or university training. Hence it takes for granted the desire that freedom should prevail as a condition of unfettered growth, and attempts to correlate the different activities of institutional life. But the desire for freedom is not in itself sufficient. There are in most subjects highly technical aspects which require for adequate treatment such expertise as comes only with long training; the terms must be understood in all their implications, and the adherence to their message must be not only devoted but intelligent.

In presenting a work so complex and so controversial it has proved impossible to avoid all bias. But at least we may claim to represent all relevant points of view and to state fairly the issues between them. In this task we have been greatly assisted by the diversity of interests which claim attention and by the variety of standpoints which our different

contributors occupy. We take direct responsibility only for the chapters written by the Chairman and Honorary Secretary of the Association; for the others, though our Secondary Schools committee (see p. 266) has considered and approved nearly all of them, this does not carry with it the endorsement of all the opinions and suggestions contained in them, and each author is directly responsible for his own. We should like here gratefully to acknowledge our indebtedness to our many and distinguished contributors. Our aim has been to develop a coherent scheme based on axioms and on statements of current agreement. But the measure of success with which our attempts have met must be determined by the dispassionate reader.

W. H. HADOW

President

Association for Education in Citizenship

July, 1935.

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