

THE HIGHER EDUCATION
OF BOYS IN ENGLAND

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WITH TWENTY-TWO SPECIAL CONTRIBUTIONS

Facit indignatio librum

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TO
PROFESSOR MICHAEL E. SADLER,
WHO, BY SCIENTIFIC STUDY OF EDUCATION
AT HOME AND ABROAD,
HAS, MORE THAN ANY ONE,
FURTHERED THE CAUSE OF ENGLISH HIGHER SCHOOLS
AND MOST UNTIRINGLY AND UNSELFISHLY
VOICED THEIR NEEDS,
THIS BOOK IS, BY PERMISSION, DEDICATED
BY THE AUTHORS,
IN ACKNOWLEDGMENT OF THE SERVICE
HE HAS RENDERED THEIR PROFESSION.

PREFACE

"IT generally argues some degree of natural impotence of mind, or some want of knowledge of the world, to hazard Plans of Government, except from a seat of Authority." Burke, in the exordium to his speech on Conciliation with America, makes this admission and yet proceeds to prefer a higher duty to decorum, on the ground that "to restore order and repose to an Empire so great, and so distracted as ours, is, merely in the attempt, an undertaking that would ennoble the flights of the highest genius, and obtain pardon for the efforts of the meanest understanding."

No better apology can be made for the appearance of the present volume. We, too, are venturing to hazard Schemes of Reform without any Authority beyond that which experience, whether of success or failure, inevitably bestows. And we, in turn, since no better qualified members of a nervous and self-critical profession seem willing to risk their skins or reputation, are sacrificing modesty, and that dignified reserve which is so impressive, in the interests of what we have come to believe to be a very real and urgent public duty. Perhaps, moreover, we shall, with Burke, be held excused for error in our attempt to bring order into the chaos of an Empire, not indeed of countries, but of schools, since this Empire still, as in the days of Matthew Arnold, is condemned to such sterility and distraction through contempt for scientific and expert government, that even an ineffectual effort towards its reconstitution has become less unpardonable than the silence of timidity and the lethargy of selfishness.

What the reforms we advocate are, and why we advocate them, will, we trust, be sufficiently clear to any one who reads

the following pages with attention. If it is urged that the book is ten years late, and that the Education Acts of 1899 and 1902 have already effected all needful improvement, we answer that, however great and encouraging the recent advance may be, there are still many problems which demand solution, still many scandals which cry aloud for suppression, still an imminent danger of wrecking the whole enterprise through a local administration that looks rather to saving the rates than saving the children, that is rather partisan than impartial, more bureaucratic than scientific, and a private control which is often equally devoid of enlightened self-interest and of every element of public spirit.

The plan of the book which we herewith offer to the consideration of all interested in Education, is not haphazard. It claims, indeed, if not necessity, yet urgency in the various subjects it embraces : it tries to state, within the compass of a single volume, both facts about Higher Education in this country and elsewhere, and the lessons which these facts would seem to indicate. And if it recognises the defects of our national instruction, and the chaos of what is sometimes spoken of pathetically as our national system, it aims particularly at emphasising that contribution to Education in the fuller and deeper sense of the term, which is peculiar to our country and of sufficient importance to compensate for much—the training of boys outside the class-room in the manlier virtues and to a keen, if narrow, patriotism. When once we have broken down *caste*, at least in our schools, the way will be freer for the inculcation of a wider citizenship and a higher duty, and the subordination of self to the community will perhaps, as in the Greek City-state, become the rule and not the rare exception.

To every detail of the suggestions made by our outside contributors we must not be considered to assent : but their main contentions will, we think, show a singular unanimity both with each other's and with our own work, when it is remembered that all wrote without collaboration or previous consultation. After all, Truth is one, for all who catch a gleam of it!

Finally, we have spoken out our minds with what candour and vigour we possess, or we should not have undertaken,

this task at all. There has been too much timidity, and too much error on the side of safety. A half reform, advanced with self-excusatory apologies, is almost useless. We must try to think in long sequences, and then publish our conclusions abroad, even in matters of Education. If we are wrong, we shall hear of it: if we are right, some few may profit by it. One concession, however, we ask of the reader—the belief that we have tilted only at abuses of systems, and never at the frailties or shortcomings of individuals; from doing this, every other reason apart, we are prevented by too poignant a sense of our own.

For everything that is not signed we are jointly responsible: in some few cases, to make for uniformity, one of us has initialled an article, but wherever possible we have preferred the double weight that comes from collaboration and a common signature. The scribe varies, but he has only written what we both think after detailed discussion. Our contributors, of course, will each bear up under the burden of unshared responsibility for his own production.

There are many people we wish to thank, and first and foremost our contributors, who out of their scanty leisure spared no little time to help us, and by their promptness—and patience—have made our editorial work easier than we expected. Next—though we run counter to his formal veto in so doing—we cannot but acknowledge a special debt of gratitude to Mr. J. L. Paton, for not only reading through a portion of our proofs, but for giving us throughout the benefit of his judgment and experience. To Mr. A. E. Twentyman, Librarian to the Board of Education, we owe more than we can easily express, for having with unfailing courtesy put, during more than six months, his amazing knowledge of Education at home and abroad at our disposal; it is safe to say that without his aid this book would have been infinitely harder to write and much less valuable to read. To our friends Mr. H. Lionel Rogers, of Radley College, and Mr. H. G. Ford, of Bristol Grammar School, we offer hearty thanks for having read our book, the one in manuscript, the other in proof, and assisted us with countless useful suggestions. To Mr. R. B. Lattimer, Mr. Murray's Educational Adviser, we are under obligations too numerous to

mention: we can only say that he has throughout treated the book much less in the dry light of a business enterprise than in that spirit of keen personal interest in Education which is well known to old readers of *School*. Penultimately, that one of us who spent a happy retreat in the Board of Education Library wishes to thank very sincerely all Mr. Twentyman's staff, and particularly Mr. Bray, the Chief Library Attendant, for much ungrudging help. And last of all, we both of us want to thank each other.

C. N.
A. H. H.

BRISTOL,
St. Barnabas' Day, 1909.

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