

**EDUCATION FOR
SELF-REALISATION
AND SOCIAL SERVICE**

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Education for self-realisation and social service by Frank Watts

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SOCIAL SERVICE

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EDUCATION FOR SELF-REALISATION AND SOCIAL SERVICE

BY

FRANK WATTS, M.A.

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GENERAL PREFACE

THE present is a period of transition between an old era painfully passing and a new era gradually dawning. While necessarily reflecting this condition of society, education must also, with united prudence and courage, take up its own particular responsibility in the field of spiritual leadership. True to its best traditions, education must tenaciously conserve the priceless, tested treasures in its own ancient storehouse; yet also foresee, with clear vision, the new spiritual needs of the future and provide the food whereby the young generation may grow and flourish.

In such a spirit the present educational series has been carefully designed. Its first appeal is to the teachers themselves, through whom the pupils can be most fitly and effectively helped.

As a first practical step a small number of expert teachers of proved initiative, keenness and competence, have been selected with care; and these have been invited to set down their ideals and ideas, solidly based upon their experience and study of principles in the cardinal subjects of the curriculum.

But this proposal to deal with the education of the young is only the first step, though the most important, in the design to be embodied in the New Humanist Series.

The need for such a departure seems justified by

the coming of continuation schools, the extension of post-graduate research, the increasingly vigorous adult education movement, the growing attendance at our academies, colleges and universities of men and women of all ages in the various professions and occupations, men and women of maturer years who have never before visited the schools of the higher learning. All these facts are ample evidence that education will, to an increasing degree, come to mean a process embracing the whole of life throughout its several *grandes périodes*. This great truth the Church has for ages recognised. The time is at hand when education must weave it as the central thread into its ground pattern of human life, multi-coloured and rhythmical.

To no less than this ideal *The New Humanist* is dedicated.

The name implies a union both of the new and of the old. It is new in so far as the most modern advances of knowledge will be sought wherever they may haply be found, in order to fructify the many and varied fields of education we have in view. It is old in that the centre of our interest will ever be humanity itself, the whole life of man and woman complete, as revealed in the successive periods of its wonderful life-cycle from childhood to old age.

This wider aim will lead to a careful study, by writers specially qualified to deal with each period of life, of the conditions under which the full development of life may be realised during that particular period. So wide a programme can, however, be carried out only by slow, gradual steps; and the first stage, as already stated, will be in the field as yet the best explored by human wisdom—the

teaching of the main cardinal subjects in the education of the young. These subjects of the curriculum will be discussed by experts not too far removed by time from their own school years; and preceded, so far as possible, by general volumes, such as the present one by Mr. Watts, upon the psychological bearings of the teacher's science and art at the present time.

Mr. Frank Watts is already favourably known to his fellow-teachers by his able and original work on *Echo Personalities*.¹ It is hoped that the present work will be found equally suggestive.

Intimately allied with the periods of human life (individual and racial) is the evolution of the cardinal vocational activities of man. Every occupation or business of man is primarily born of some natural talent, characteristic of some particular age. Yet years, business and the talent demanded remain too often but ill-adjusted. Education has hitherto been content to prepare man for his occupation once for all in his youth. The new era of education will serve a wider purpose. It will reveal the laws, psychic and corporal, by which changing man may re-adjust himself at each period of his life to his business; and the laws, social and economic, by which changing business may be re-adjusted to each period of human life. This wider subject, then, of the psychology of occupations, as inherent in human life, also forms an essential element in the design of *The New Humanist*.

A word is due to the reader on the special volume to be contributed by the Honorary Editor himself, apart from his general responsibility for particular volumes.

¹ Geo. Allen & Unwin, London.

He has had for many years in MS. a treatise on the psychology of the human life-cycle in its six great periods (childhood, adolescence, maturity, mid-life, senescence and old age) and on the correlation of these with the cardinal natural occupations and spiritual vocations of humanity.

But the desire to submit his conclusions to a more thorough test, to obey the maturing conditions of time, in a field which he has found so little worked by scholars, at home or abroad, has induced him to refrain as yet from publication in this peculiarly complex field of educational research.

A brief outline, however, of part of his thesis has been inserted in the present work under the title of "A Map of Life."¹ This map will, it is hoped, be found useful also in connection with Mr. Watts's treatment of the instincts. *Being a map its utility is realisable only by frequent consultation.*

Those readers who are interested in the general views of the Honorary Editor upon education and its philosophical basis may be referred to his two recently published works.²

Finally, it should be added that while there will be found a general concordance of spirit between the volumes of the series, due to the broad identity of aim common to the writers, the final responsibility for the particular opinions expressed in each volume rests solely with its author.

BENCHARA BRANFORD

(Honorary Editor).

¹ See pp. 99-106.

² *Janus and Vesta* (Chatto & Windus, 1916) and *A New Chapter in the Science of Government* (Chatto & Windus, 1919).