

**PROFESSIONALISM AND
ORIGINALITY, WITH AN APPENDIX
OF SUGGESTIONS BEARING ON
PROFESSIONAL, ADMINISTRATIVE,
AND EDUCATIONAL TOPICS**

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Professionalism and originality, with an appendix of suggestions bearing on professional, administrative, and educational topics by F. H. Hayward

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PROFESSIONALISM AND ORIGINALITY

WITH AN APPENDIX OF SUGGESTIONS
BEARING ON PROFESSIONAL, ADMINIS-
TRATIVE, AND EDUCATIONAL TOPICS

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PREFACE

THE present work consists of discussions, fortified by quotations and summarized in propositions, bearing on the themes of Professionalism and Originality. A third theme—Revelation—has been omitted for the present¹; the lines of its treatment appear in the closing chapter.

Constructive suggestions have been relegated to an Appendix. They vary greatly in value and immediate practicability; with those that concern education I feel most at home, and one phase of that subject—the promotion of teachers—was, in fact, the starting-point of my studies in Professionalism and Originality.

It remains to be seen whether the book is to be condemned as a product of mere scissors and paste or praised for its thirty or more inductions. Meanwhile I will point out some possible sources of misunderstanding.

First : The division between professional and original men is drawn sharply. This sharpness is a necessity of exposition, and, as such, has crept into much modern literature²; but, like most distinctions, it does not entirely correspond to the infinite variety of the facts. Professionalism and Originality, Death and Life, exist side by side in most of us; the question of im-

¹ *Jesus the Rationalist*. (In Preparation.)

² E.g. Ethel Sidgwick's *Promise*, Chekoff's *Seagull*, Ibsen's *Enemy of the People* and *Hedda Gabler*.

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portance in any particular case is, Which phase is in the ascendant ?

Second : Some of the propositions in Part II are considerably more disputable than others ; and a few of those in Part I have a somewhat limited bearing. But lest the reader imagine that the propositions are based on a few artificially selected cases I throw out the following challenge. Let him select biographies of a dozen original men whose names do not appear in this book ; before he has read them through he will find many of the propositions rising in his mind.

I may say that almost all the propositions were formulated before I had read Sir E. T. Cooke's biographies of Florence Nightingale and John Ruskin ; the way in which these books confirmed the propositions was one of the most pleasing experiences I have ever had. Further, when I read the recently published book on painless childbirth (*Twilight Sleep*, by Hanna Rion) exactly the same result was experienced. Professionalism in this new case had acted quite up to its reputation ; the innovators were fantastic, notoriety-hunting people ; physical pain was a trifle compared with medical orthodoxy. . . . In short, if the reader imagine that my propositions are founded on a few cases only he can put the matter to the test by reading some new biographies ; after he has done so he will probably be more inclined to say that he "always knew" the propositions to be true than to contest them. A fairer criticism would be that the propositions overlap at various points.

Third : I have drawn some illustrations from poetry and fiction, and these (I am told) are not "evidence." I cannot admit this if the illustrations are at all to the

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point. I can only admit that such illustrations are second-hand ones; they are the testimonies of genius to certain facts, they are not first-hand facts themselves.

Fourth: If the professional man discovers in this book a bias against his own particular profession, he will discover what does not exist. Because I refuse to believe that the priest is an extraordinarily worthy person, or the doctor and judge too immaculate to be supervised or put to the test, or regard the Board of Education, the Local Bureaucracies, and the National Union of Teachers as corporations of all the talents and virtues, the reason is that I have felt only too keenly, only too guiltily, the presence or the imminence of the vices of Professionalism in my own heart. Least of all do I wish to "attack," in any unfair way, the underpaid and unappreciated profession of teaching. But I am sure that teachers are badly led, and I am sure that they do not distinguish adequately between sincere friends and windy panegyrists or even between friends and enemies. I once heard them applaud to the echo, for some claptrap about "liberty" that he contemptuously threw into their midst, a man who had secretly planned to close every door of promotion against them. They will never be saved by claptrap even if it proceed from their own leaders, resolute to funk every issue. And one piece of claptrap is that they are, almost to a man, enthusiasts for their particular cause. I challenge them, and with them out central and local bureaucracies, to refute the charge on pp. 90-2, by showing that either teachers or officials have been, to any important extent, educational pioneers or inventors.

While on the subject of challenges I will intercalate

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another. I hereby offer to make the British nation fundamentally cultured on matters of Bible, Literature, and Music within ten years of the initiation of my scheme (of a school liturgy, &c.) if any authoritative Board or Council, of officials or of teachers, will give its support, and if twenty active collaborators are forthcoming. Big things can be done if there is the will to do them.

On the whole, I believe I have been moderate in my criticisms, for I have refrained from adding to my list of propositions the following three :—

1. All professions lie.
2. Some professions are totally useless.
3. Most professions are inefficient.

Yet the temptation, particularly in the case of (3), was strong. Teachers are certainly not inefficient executors of the plain duties they are given to do. In this sense they are probably as efficient as any group of men in the land. But as makers of educational thought they are inefficient, for they make none. Even on the question of their own status and promotion they make none. And so with inspectors. I know of no important principles of their particular art that have been discovered by inspectors. And so of other officials. A few unoriginal recommendations or belated codifications are the best they do. Our college lecturers and professors? Well, an idea may now and then emanate from them, but of any serious grappling with big and difficult problems I see no trace. For example, feeling, as they must, that Denominationalism is immoral (being a deliberate effort