

**YOUNG BOYS AND BOARDING-
SCHOOL; THE FUNCTIONS,
ORGANISATION AND ADMINISTRATION
OF THE SUB-PREPARATORY
BOARDING-SCHOOL FOR BOYS**

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Young boys and boarding-school; the functions, organisation and administration of the sub-preparatory boarding-school for boys by Horace Holden

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THE FUNCTIONS, ORGANISATION AND
ADMINISTRATION OF THE SUB-
PREPARATORY BOARDING-
SCHOOL FOR BOYS

BY
HORACE HOLDEN



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TO NYU
LIBRARY

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To my friend
F. C. W.
who awakened me to a new vocation.

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CALIFORNIA

PREFACE

This thesis was first written in 1908-1909 to satisfy required work in a graduate course at Harvard University, known then as "Education 3c." I was requested from many quarters at that time, to seek a publisher, but at the suggestion of the Faculty in the Department of Education, I have waited for a few years, and have revised the book in "the light of experience." I am sure that those gentlemen who are my very good friends, and who have not only been the avenues of instruction to me, but of great inspiration as well, hoped that a change would come over the "spirit of my dream," but I must frankly say, that however much in error I may be, my continued thought on the matter leads but to the conclusion that the educational opportunities for the classes, must of necessity be different from those of the masses. We must look at the question from a practical standpoint, and I am very sure that a form of education for the more favored of fortune that looks towards a democratic ideal and a patriotic support of the

institutions and traditions of America, must be infinitely better than any form that would thrust the boy into a heterogeneous environment, and expect him to emerge uninfluenced by such an association. Furthermore, I firmly believe that many hold not only this view of democracy themselves, but really think that a boy should be well-grounded in the "Three R's," although they may fear to acknowledge such an antiquated creed, in the face of the present-day public school curriculum, which, as any student of pedagogy will affirm, is general culture. The culture is proving deplorably "general" as he will observe who has the inclination to make exhaustive inspections of those schools that are considered our "best" grammar and high schools. I believe a re-action to this "spreading out" is now setting in, which merely supports my contention in respect to the curriculum. However, I should digress no further, as I do not assume the right to judge a system which I know merely from empirical conclusions. My thought and research lie in the hope of presenting a complete plan for the organisation and administration of a boarding-school for young boys, between the ages of seven and fourteen years, of a type known in England as the "preparatory" school, and in America as, inter-

changeably, the "Lower School," the "Junior Boarding-school," or the "Sub-preparatory School."

To do this, it has been necessary to consider at length the functions of the junior boarding-school, and then to base my educational plan upon a practical consideration of the actual class conditions existing in America to-day, and learned, not theoretically, but through a contact of several years with the business and financial world. I invite criticism upon the question whether this policy is not a wiser one, than the presentation of a plan founded upon some vague ideals which might serve a perfect, but very distant social community. The boy is a creature strongly susceptible to environment during his early years, so that, if it is his fortune to be born into the socially superior and directing classes, his inherited cultural polish need not be rubbed off—any more than active, red-blooded boy-life will, naturally, rub it off—by premature association with those outside his own social position. With the approach of maturity, when once his character has been formed, he may meet the world in all its various phases, and, in his university days, and even secondary school days, mingle with impunity among men of many minds and stations.