promote cooperation and peace by broadening people’s understanding of human culture. H. G. Wells began his *Outline of History* while on the League of Nations Union’s Research Committee in 1919, and he imagined it as a guide to world culture that would show people the unity of civilization, and he wanted it to be taught as part of a “world-wide common school education.”"¹²⁴ When the historian G. P. Gooch spoke to a League of Nations Union meeting of teachers, he chose the themes of “international education” and “world Citizenship,” lectures that were collected in a 1924 joint volume with J. H. Whitehouse, *Wider Aspects of Education*, much of which was devoted to Whitehouse’s writing on the US education system.¹²⁵

Wells presented his model of world education as an alternative to world revolution when he traveled to Moscow in 1920 to meet Lenin. In his account of the meeting for the *Sunday Express*, Well described himself putting the Liberal view of education to Lenin, telling him that a world revolution would be unnecessary because, “through a vast sustained education campaign the existing Capitalist system can be civilized into a Collectivist world system.”¹²⁶

Trotsky wrote a mocking response to Wells’ article in 1924 for a tribute to Lenin published after his death, translated into English in 1925 as “The Philistine and the Revolutionary” and discussed in the *Living Age* and *G. K.’s Weekly*.¹²⁷ Trotsky described Lenin shaking his head after the meeting with Wells, “‘What a bourgeois he is! He is a Philistine!’ he repeated, and raised both hands above the table, laughed and sighed, as was characteristic of him when he felt a kind of inner shame for another man.”¹²⁸