

Cambridge University Press

978-1-107-62209-8 - On Education: The Future in Education and Education  
for a World Adrift

Sir Richard Livingstone

Table of Contents

[More information](#)

## CONTENTS

*Preface to this edition* page ix

## THE FUTURE IN EDUCATION

*Preface to the first edition* 3

## I The Educational Problem 7

The achievement and the failure of our educational system, p. 7:  
Most of the population withdrawn from all education at 15: this  
an absurdity and a disaster, p. 8

## II An Ignored Educational Principle 12

A vital principle of education, p. 12: Aristotle on the unfitness of the  
young for political or philosophical study, p. 13: Newman on two  
kinds of apprehension, p. 14: Illumination of literature by experience  
illustrated from Thucydides, Tacitus, Shakespeare, p. 17: Chesterfield  
on cross-fertilisation of theory and experience, p. 20: Application of  
this to education, p. 21: The value and limitations of the study of  
history, politics and kindred subjects at school and university,  
p. 22: Inert ideas in education, p. 31

## III The Way Out 33

How is the mass of the population to be educated? Inadequacy of  
raising the school-age or of 'secondary education for all', p. 33:  
The way out lies through part-time continued education followed  
by Adult Education, p. 37: Capacity for intellectual and artistic  
interests widespread; this illustrated by recent developments, p. 39:  
The model of the Danish People's High Schools, p. 41: Their three  
secrets; they are (a) for adults, (b) residential and social institutions,  
(c) inspired by spiritual ideals, p. 44: Their influence on Danish  
agriculture and politics, p. 52: Can their system be adapted to our  
conditions? p. 54: How Adult Education might develop here, p. 57

Cambridge University Press

978-1-107-62209-8 - On Education: The Future in Education and Education  
for a World Adrift

Sir Richard Livingstone

Table of Contents

[More information](#)

## CONTENTS

IV Cultural Studies in Adult Education *page* 59

Liberal education defined, p. 59: Scientific and Humanist elements in it, p. 63: Problem of interesting the average man in history and literature; history as treated in the Danish P.H.S. and in the Bible, p. 65: Literature as (a) enlargement of experience, (b) interpretation of life, p. 69: Adult Education and our spiritual chaos, p. 74

## V Adult Education for the Educated 76

The absurdity of ceasing systematic education on leaving school or university, p. 76: Bad effects of our present practice, p. 78: How to keep the middle-aged young, p. 80: Need to study religion, morals and politics in later life, p. 81: Is Adult Education for the educated practicable? Recent experiments in it, p. 83: The part to be played in it by (a) the Universities, (b) the State and Public Bodies, p. 85: Value of such study to the Social Sciences; Nuffield College, p. 88

Postscript. Secondary Education: 92  
A Criticism

Moral and intellectual chaos of Western Civilisation, p. 92: Due to the weakening of Christianity and Hellenism, the two influences from which it draws its spiritual life, p. 94: How can education help? Its present chaos and need of co-ordination, p. 95: Importance in education of distinguishing Means and Ends, p. 97: Literature and history as sources of Ends, p. 100: Philosophy of life to be derived from study of Greek thought and of Christianity, p. 102

## EDUCATION FOR A WORLD ADRIFT

*Preface to the first edition* 109

## I The Problem 115

An age of change, p. 115: Its double problem, material and spiritual, p. 118: Democracy may not help us, p. 120: Lack of standards in the pre-war world, p. 121: Our double revolution, political and spiritual, p. 126: The weakening of spiritual influences by the spirit of criticism; contrast between the Victorian and post-Victorian ages, p. 127: A balance-sheet, p. 131: Need of the 'science of good and evil', p. 133

Cambridge University Press

978-1-107-62209-8 - On Education: The Future in Education and Education for a World Adrift

Sir Richard Livingstone

Table of Contents

[More information](#)

## CONTENTS

- II Character and its Training** *page* 135  
 The virtues and defects of our education, p. 135: Its failure to impart values and its unconscious utilitarianism, p. 137: Inadequate suggestions for integrating it, p. 141: The residential school—its success and failure in training character, p. 143: The triple task of education, p. 148: Importance of its spiritual side, p. 149: Need of a vision of the first-rate, p. 151
- III The Training of Character through History and Literature** 156  
 Education as spiritual training, p. 156: Use of history for this purpose, p. 158: Triple strand in progress—political, scientific, spiritual, p. 159: Different types in spiritual life, p. 162: Use of literature, p. 163: Corrupting influences in history and literature, p. 168: Necessity of moral judgements in history, p. 172: Moral judgements in literature; objections to expurgation; Fitzgerald and Housman, p. 173
- IV From Atmosphere to Reason** 182  
 Plato on early education as a training in right habits, p. 182: Need of a definite philosophy; but what philosophy? p. 183: Common elements in the spiritual life of Western civilisation; Greek thought and Christianity creators of the soul of our civilisation, p. 184: Greek thought as an introduction to natural religion and morals; the ideal of ‘virtue’, p. 186: Religious education; the teaching of Christianity, p. 193: W. Lippmann on the weakness in modern education, p. 196: Danger of ‘tyrannising’ over the mind, p. 198
- V Two Dragons in the Road** 203  
 Hindrances to education; (a) bad effect of examinations on teacher and pupil, p. 203; and on the curriculum, p. 205: Their importance tends to increase; essential to diminish it, p. 207: (b) bad effect of specialisation, p. 209: Dewey criticised, p. 211: The remedy, p. 212
- VI Education for Citizenship** 214  
 Greece the mother of education for citizenship; our neglect of it, p. 214: Citizenship defined; need for training in it, p. 217: Three elements in such training: (a) ‘civics’; its limitations; need for it at the adult stage, p. 218: (b) a vision of the ideal; Thucydides on patriotism, Plato on the State as a family, p. 223: (c) citizenship learnt by living as a citizen; education in it given to the British by religion, history and other agencies, p. 226: The influence of the residential school, p. 228: The nursery school, day school and newer universities, p. 229: Future provision for training in citizenship, p. 231