

## TABLE OF CONTENTS.

I

|  | PAGE |
|--|------|
| Students note defects in policy  | r    |
| Relation of policy to study. Theories. History—what use?                   | 2    |
| Study in general—aims—Science and Art                                      | 4    |
| Application to History and Politics. No exact Science, but Art in function | 6    |
| Political Art functioning in time  | 7    |
| Personalities and motive. Accidents  | 8    |
| Moral judgment and circumstance  | 9    |
| Analogies and parallels  | 10   |
| Anticipation and protraction   | 11   |
| Modern History more useful than Ancient or Medieval                        | 12   |
| Enlarged outlook since 15th century. Political problem of Europe           | 13   |
| Representation—Nationality   | 14   |
| Danger of modern analogies etc. Precedent. Irish policy                    | 15   |
| Lack of checks in British constitution                                     | 16   |
| Need of education. Grades of education, difficulties of each               | 17   |
| The possible and desirable in historical study                             | 19   |
| Orientation, its function  | 20   |
| Desultory reading, conditions of its usefulness                            | 2.1  |
| Academic teaching. Its methods aims and dangers .                          | 22   |
| Interest in subject matter discussed                                       | 24   |
| Foreign policy. Questions raised by nationality                            | 26   |
| The value of knowledge in dealing with such issues .                       | 28   |
| Reaction on home conditions nowadays                                       | 20   |



| Table of Contents   | xiii       |
|---|------------|
| Dangers of error in comparing situations—False analogy —Fallacy in chronology—Influence of metaphors on points of view, therefore on interpretation, and so on narrative. Need of training to strengthen judgment | PAGE       |
| Student's task difficult. Question of moral judgment .  | 32         |
| Case of 17th century movements and issues   | 33         |
| Lessons derivable therefrom   | 35         |
| Analysis of questions raised in historical study  | 37         |
| Nature and conditions of experiment in Politics   | 38         |
| Change of conditions owing to 'popular' government .  | 38         |
| Public Opinion, how to be ascertained?  | 40         |
| Swift communications, their effect. The Press   | 40         |
| 'Mandates' and their inevitable difficulties  | 41         |
| Modern devices—Referendum. Proportional Representa-   | 42         |
| Value of vox populi. Complications of 'mandate' doctrine  | 45         |
| Has government by majority ever been an effective fact?   | 46         |
| Difficulty of gauging significance of elections   | 48         |
| History, how far indirectly of use to statesmen in facing problems arising therefrom  | 49         |
| Supreme importance of Leadership  | 50         |
| Education of Leaders, how best achieved   | 50         |
| Mankind and other animals as needing Leaders  | 52         |
| Human nature at present beyond exact analysis   | 5 <b>3</b> |
| Human defects recognized. Special difficulty in Politics.   | 54         |
| Party system. Apprenticeship. Learning by experience .  | 55         |
| Practical Politics and Natural Science  | 56         |



## xiv Table of Contents

II.

| Biological view—zoological—heredity   | PAGE<br>58 |
|---|------------|
| Classes and functions. Middle class failing   | 59         |
| Heterogeneity. Danger of promoting rise into upper classes  | 60         |
| Fallacy of equality. Are modern states experimenting rashly?  | 61         |
| Class-distinction criticized  | 63         |
| Demagogy-queries-Slum-system the real present evil.   | 64         |
| Laissez faire. Socialist movements. Anti-slum efforts .   | 65         |
| Garden City schemes good—small as yet. Despite diffi-<br>culties, better than legislative palliatives                                       | 66         |
| True aim to improve character   | 68         |
| Training of citizens. The birth-rate question. Biological attitude as to restriction. How get the power needed for dealing with the matter? | 69         |
| Supposed analogy of bodily and social organisms. Control of breeding—can it be applied in human societies?                                  | 70         |
| Is it applicable to classes as well as to individuals?  | 71         |
| Interchange between classes—query, unavoidable?  Present attempts to deal with problem  | 72         |
| Rising and sinking. Query as to effects on classes  | 73         |
| Interbreeding and illegitimacy. Caution needed  | 75         |
| Biological pessimism—Democracy condemned  | 75         |
| Doubts as to necessity of pessimistic view  | 76         |
| The element of time. Is it too late to reform? The boom of the 19th century and present peril   | 77         |
| Emigration as a proposed remedy, and the grave diffi-<br>culties to be faced at home and in the colonies .                                  | 79         |



| $\mathbf{x}\mathbf{v}$ |
|------------------------|
| AGE                    |
| 84                     |
| 86                     |
| 80                     |
| 87                     |
| 87                     |
| 94                     |
| 96                     |
|                        |
| 104                    |
| 105                    |
| 111                    |
| 112                    |
| 112                    |
| 119                    |
| 124                    |
| 125                    |
| 125                    |
| 128                    |
| 135                    |
| 141                    |
| 153                    |
| 165                    |
|                        |