

EDUCATION
AND THE
SOCIAL ORDER

by

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LONDON
GEORGE ALLEN & UNWIN LTD
MUSEUM STREET

FIRST PUBLISHED IN 1932

The American edition appears under the title "Education and the Modern World," with chapters II & III and IV & V run together

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PRINTED IN GREAT BRITAIN BY
UNWIN BROTHERS LTD, WOKING

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CHAPTER I

THE INDIVIDUAL VERSUS THE CITIZEN

THAT education is desirable is the opinion of all modern civilized States, but is, nevertheless, a proposition which has at all times been disputed by some men whose judgement commands respect. Those who oppose education do so on the ground that it cannot achieve its professed objects. Before we can adequately examine their opinion, we must, therefore, decide what it is that we should wish education to accomplish if possible: on this question there are as many divergent views as there are conceptions of human welfare. But there is one great temperamental cleavage which goes deeper than any of the other controversies, and that is the cleavage between those who consider education primarily in relation to the individual psyche, and those who consider it in relation to the community.

Assuming (as will be argued in the next chapter) that education should do something to afford a training and not merely to prevent impediments to growth, the question arises whether education should train good individuals or good citizens. It may be said, and it would be said by any person of