

PLATO'S CONCEPTION OF EDUCATION AND ITS MEANINGS FOR TO-DAY.

By Sir Walter Moberly. (Oxford University Press; 8d.)

This lecture is of a much higher standard than one has come to expect from the Classical Association. Without being profound, it is very clear-sighted and very right-minded. The summary of Plato's educational theory is worth giving in full. '(1) Of all the activities of national life, education is the most fundamental. (2) In education what is most important is not training in particular techniques but a general education for life. (3) Yet technical education is a model of method, while what commonly purports to be education for life is a sham, for it is based on no coherent philosophy of life. (4) The gap must be filled by a true philosophy of life. (5) Responsibility for education belongs, inescapably, to the community. (6) Education is far wider than schooling as ordinarily understood. To be efficient, it must include control of the whole of the pupils environment. (7) Intensive education of a select few for leadership is the crown of the whole educational process and the only guarantee of its successful working.'

These seven points are well though briefly developed; then follows a criticism of them from the point of view of the liberal humanist, with an excellent reply to this criticism. An epilogue suggests what modifications in Plato's theory are required by Christianity. A useful and balanced piece of work.

W.S.

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