

Education's End

Education's End Why Our Colleges and Universities Have Given Up on the Meaning of Life

Anthony T. Kronman

"An impassioned defense of the humanities." — *Wall Street Journal*

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The question of what living is for - of what one should care about and why - is the most important question a person can ask. Yet under the influence of the modern research ideal, our colleges and universities have expelled this question from their classrooms, judging it unfit for organized study. In this eloquent and carefully considered book, Tony Kronman explores why this has happened and calls for the restoration of life's most important question to an honoured place in higher education. The author contrasts an earlier era in American education, when the question of the meaning of life was at the centre of instruction, with our own times, when this question has been largely abandoned by college and university teachers. In particular, teachers of the humanities, who once felt a special responsibility to guide their students in exploring the question of what living is for, have lost confidence in their authority to do so. And they have lost sight of the question itself in the blinding fog of political correctness that has dominated their disciplines for the past forty years. Yet Kronman sees a readiness for change, a longing among teachers as well as students to engage with questions of ultimate meaning. He urges a revival of the humanities' lost tradition of studying the meaning of life through the careful but critical reading of great works of literary and philosophical imagination. And he offers here the charter document of that revival.

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书评

教育为生而有意，对个人而言生而有意，创造自我是前提基础；对社会而言，生而有意包含对社会的责任；但，若是社会强加于一种选择，而不是自我发现，难有原始的动力，多为混乱，难出现伟大的时代和杰出人物，多迷失。
自我发现，也就是自我去寻找生命的意义是教育的原本之意，而...

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