

**THE ORGANISATION OF  
THOUGHT: EDUCATIONAL  
AND SCIENTIFIC**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649086672

The organisation of thought: educational and scientific by A. N. Whitehead

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.  
Cover @ 2017


This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

[www.triestepublishing.com](http://www.triestepublishing.com)

**A. N. WHITEHEAD**

**THE ORGANISATION OF  
THOUGHT: EDUCATIONAL  
AND SCIENTIFIC**





# THE ORGANISATION OF THOUGHT

EDUCATIONAL AND SCIENTIFIC

BY

A. N. WHITEHEAD, Sc.D., F.R.S.

FELLOW OF TRINITY COLLEGE, CAMBRIDGE, AND PROFESSOR OF  
APPLIED MATHEMATICS AT THE IMPERIAL COLLEGE OF  
SCIENCE AND TECHNOLOGY

LONDON

WILLIAMS AND NORGATE

14 HENRIETTA STREET, COVENT GARDEN, W.C.2

1917

*1952*  
*F.R.S.*



*The rights of translation are reserved*

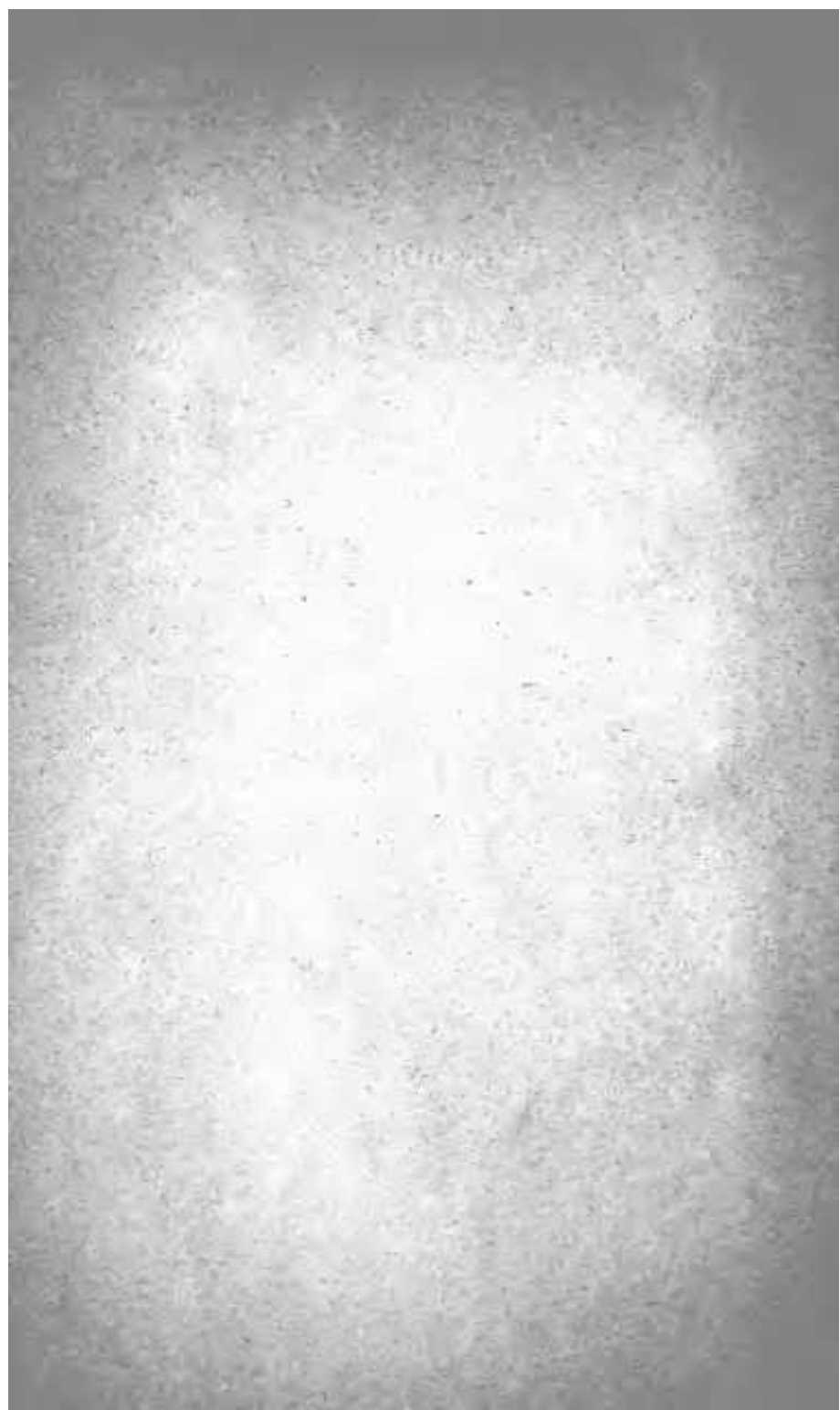
## PREFACE

THE discourses included in this volume have been delivered as addresses on various occasions which are duly noted; the only exception is *The Anatomy of Some Scientific Ideas*, which is now published for the first time. These discourses fall into two sections, the first five chapters deal with education, and the remaining three embody discussions on certain points arising in the philosophy of science. But a common line of reflection extends through the whole, and the two sections influence each other.

I have left in each chapter the reference to the particular occasion of its first production, and I have not sought for a verbal consistency covering perplexity. But the various parts of the book were in fact composed with express reference to each other, so as to form one whole.

I have to thank the Syndics of the Cambridge University Press for permission to republish the contents of Chapter V.

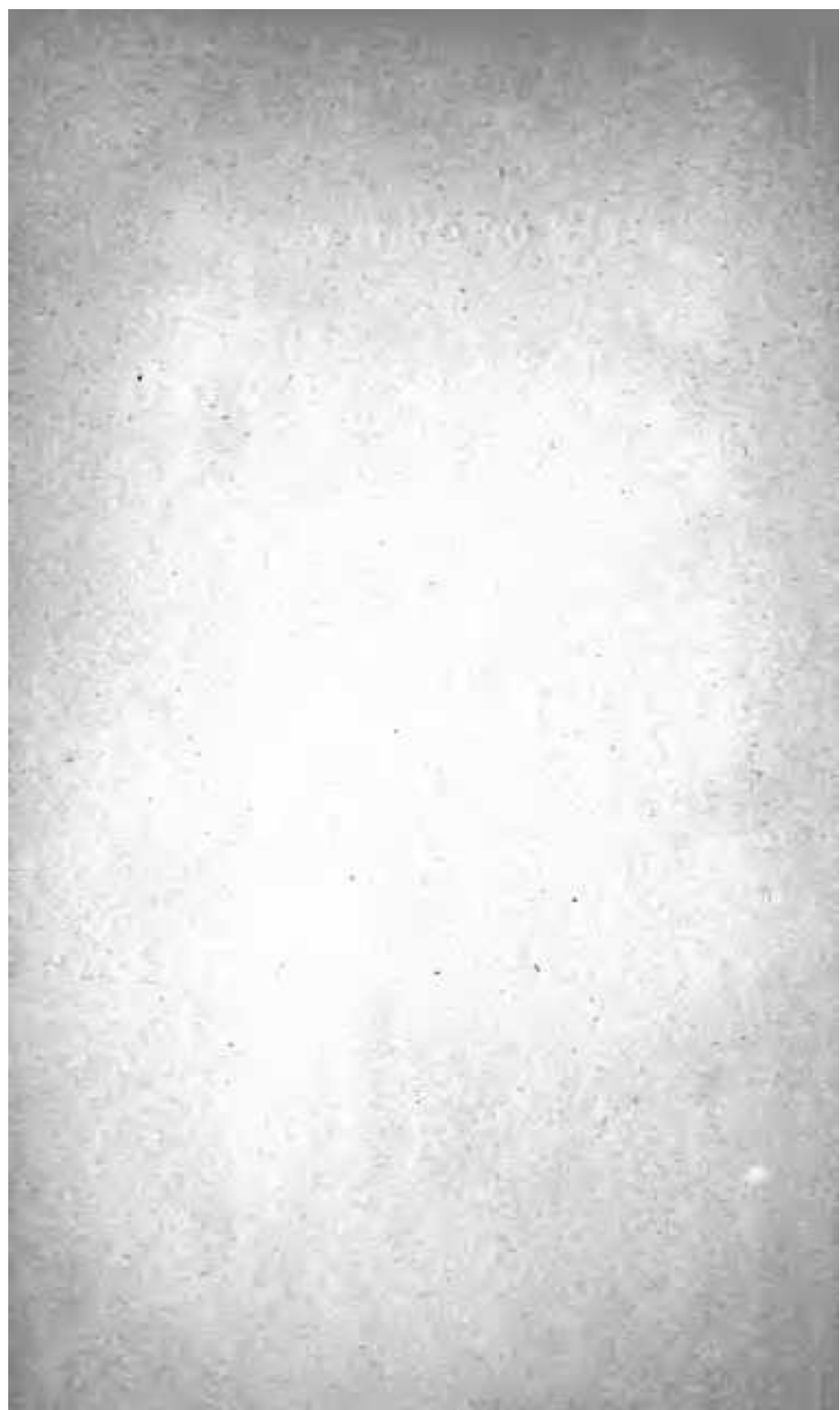
*Imperial College of Science and Technology,  
April 1917.*





## TABLE OF CONTENTS

CHAP.		PAGE
	PREFACE . . . . .	v
I.	THE AIMS OF EDUCATION—A PLEA FOR REFORM (Presidential Address to the Mathematical Association, January, 1916.)	1
II.	TECHNICAL EDUCATION AND ITS RELATION TO SCIENCE AND LITERATURE . . . . . (Presidential Address to the Mathematical Association, January, 1917.)	29
III.	A POLYTECHNIC IN WAR-TIME . . . . . (Address at the Prize Distribution, Borough Polytechnic Institute, Southwark, February, 1917.)	58
IV.	THE MATHEMATICAL CURRICULUM . . . . . (Presidential Address to the London Branch of the Mathematical Association, 1912.)	69
V.	THE PRINCIPLES OF MATHEMATICS IN RELATION TO ELEMENTARY TEACHING . . . . . (Paper read in the Educational Section of the Inter- national Congress of Mathematicians, Cambridge, 1912.)	92
VI.	THE ORGANISATION OF THOUGHT . . . . . (Presidential Address to Section A, British Association, Newcastle, 1916; also read subsequently before the Aristotelian Society.)	105
VII.	THE ANATOMY OF SOME SCIENTIFIC IDEAS . . . . .	134
VIII.	SPACE, TIME, AND RELATIVITY . . . . . (Paper read to Section A at the Manchester Meeting of Section A, 1915; also, with the appended Com- mentary, read subsequently before the Aristotelian Society.)	191



# ORGANISATION OF THOUGHT

## CHAPTER I

THE AIMS OF EDUCATION—A PLEA FOR REFORM

*(Presidential Address to the Mathematical Association, January, 1916)*

WHEN I had the honour of being made President of the Mathematical Association, I did not foresee the unusual responsibility which it entailed. It was my intention to take as the theme of a presidential address the consideration of some aspect of those special subjects to which my own researches have principally been directed. Events have forced me to abandon that intention. It is useless to discuss abstract questions in the midst of dominant practical preoccupation. We cannot disregard the present crisis in European civilisation. It affects every function of life. In the harder struggle for existence which lies before the nation, all departments of national effort will be reviewed for judgment. The mere necessity for economy in resources will provoke this reformation.

We are concerned with education. This