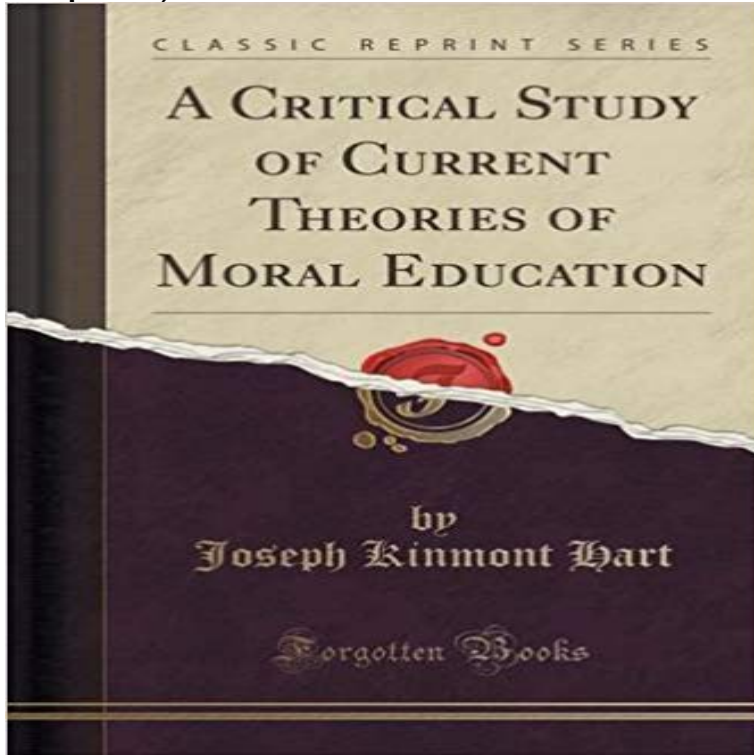


A Critical Study of Current Theories of Moral Education (Classic Reprint)



Excerpt from A Critical Study of Current Theories of Moral Education This study was evolved in connection with the writers work in the departments of philosophy, psychology, and sociology. It is not a report of work done in a laboratory, though laboratories are not unknown to the writer. It is herein implied, if not explicitly stated, that the greatest problem in the educational situation, today, is one which cannot adequately be handled in the mere laboratory. In fact, it cannot be found inside a laboratory. It is the larger problem of the intimate lope of experience, in which concrete education values are created and assimilated, and the wider problem of the uncertain play of those social forces which alone can give adequate stimulation to the individuals educational activities. Out of these vital situations there may arise, here and there, important problems of detail which can be handled successfully only in a laboratory. But laboratory and life must alike contribute to the development of a convincing logic of experience which will serve as a more adequate guide in pedagogical practice. The following writings and materials have helped to mold the point of view underlying this study: in psychology, Angells Psychology; articles by Dewey, especially on The Reflex Arc Concept, and The Theory of Emotions; Cooleys Human Nature and take Social Order; and particularly some unpublished lectures by Professor G. H. Mead, on Social Psychology, and The Logic of the Social Sciences; in logic, Deweys Studies in Logical Theory, supplemented by studies in the development of logical theory, with Professor A. W. Moore; Ethics by Dewey and Tufts, with work in the historical evolution of morality and ethics with Professor Tufts, gives the fundamental point of view; and the general educational standpoint is found in unpublished lectures by Professors Dewey, Mead, Angell, Tufts, and Henderson. About the

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