

CONTENTS

<i>FOREWORD</i>	vii
<i>FOREWORD TO THIRD EDITION</i>	ix
<i>PREFACE</i>	xv
<i>INTRODUCTION</i>	xvii
PHILOSOPHY AS THE FOUNDATION OF EDUCATION	1
<i>The Task of Philosophy</i>	3
THE PHILOSOPHY OF MODERN EDUCATION	4
<i>The Need for Philosophy</i>	4
<i>Education is the Spiritual, Intellectual, and Physical Growth of the Child</i>	5
<i>Subject and Method</i>	6
<i>The Principles of the Method</i>	7
EDUCATION AS SUCH	8
<i>The Spiritual Growth of Individuals</i>	9
<i>Education as a Conscious Progress</i>	9
<i>The Term—Education</i>	11
<i>How to Live?</i>	12
<i>What Separates the Old and the New School?</i>	13
<i>The Goal of the Progress of a Person</i>	15
THE PURPOSE OF EDUCATION	16
<i>Order in One's Own Life—A Purpose of Education</i> ..	17
<i>Democratization is the Goal of Education</i>	17
<i>Education is Preparation for a Full Life</i>	18

<i>The Philosophy of Life</i>	20
<i>The Culminating Point in an Educational System is Ethics</i>	22
<i>The Characteristics of an Ideally Educated Person</i> ..	23
THE COURSE OF EDUCATION	25
<i>Educational Material</i>	27
TEACHING AS A PROFESSION	29
<i>The Calling as Such</i>	29
<i>Pedagogical Intuition</i>	31
<i>The Intelligence of a Teacher</i>	31
<i>The Main Tasks of a Teacher</i>	32
<i>The Responsibility of the Pedagogue</i>	33
<i>For a Deeper Limit in Teaching and Education</i>	36
<i>Corporal Punishment</i>	39
<i>The Health of the Teacher</i>	41
<i>Knowledge of the Physical Nature of the Students</i>	42
<i>Our Idea of an Educator</i>	43
THE SOCIAL HERITAGE IN EDUCATION	44
<i>Historical Sketch</i>	44
<i>Communal Environment and Education</i>	45
<i>The Environment and Education</i>	45
<i>Tradition as the Basis of Education</i>	48
<i>The Cause of the Loss of Character</i>	49
THE ROLE OF THE WILL IN THE	
EDUCATIONAL PROCESS	53
<i>The Psychology of the Will</i>	53
<i>Definition of the Will</i>	54
<i>Our Unused Talents</i>	57
<i>The Power of the Will in Education</i>	59

<i>Work as the Chief Means of Forming Will and Character</i>	63
<i>Overworking and Its Unhealthy Results</i>	66
<i>The Self-Development and Self-Education</i>	
<i>of the Student</i>	68
<i>The Interest of the Students</i>	69
MORALS AS THE BASIS OF EDUCATION	73
<i>Morals at the Present Time</i>	73
<i>The Sources of Morality</i>	74
<i>Moral Education</i>	75
<i>The Formation of Personality</i>	82
IDEALISM IN EDUCATION	90
<i>Education from the Idealistic Point of View</i>	90
<i>The Idea and Its Importance</i>	91
ESTHETIC EDUCATION	94
<i>The First Steps in Esthetic Education</i>	95
<i>The School as the Basis of Esthetic Education</i>	97
<i>Theoretical and Practical Studies of Art</i>	99
<i>The Task of an Educator</i>	102
ETHICAL EDUCATION	103
<i>Educational Ethics</i>	103
<i>The Chief Task of the School</i>	106
<i>The Dignity of the Student</i>	106
CIVIC AND SOCIAL EDUCATION	113
<i>The Historical Development of Society</i>	113
<i>The Task of Civic and Social Education</i>	115
<i>Education in Two Directions</i>	118
<i>The Government in Society</i>	120

<i>The Scale of Living</i>	122
<i>The Law of Freedom</i>	123
<i>The School in a Democratic System of Government</i> ..	124
<i>The Social Conscience</i>	128
EDUCATION FOR HEALTH AND PRODUCTIVITY ..	129
<i>Amusement as a Means of Intellectual Development</i> ..	130
<i>The Causes which Influence the Health of the Child</i> <i>Positively and Negatively</i>	131
<i>Education for Productivity</i>	133
THE METHOD OF INSTRUCTION AND EDUCATION	137
<i>Principles of the Educational Method</i>	142
<i>Factors in the Improvement of Educational Work</i>	145
<i>The Need for Theoretical Knowledge</i>	148
EXPERIENCE AS SUCH	150
<i>The Nature of Experience</i>	150
<i>Experience in the Hours of Instruction</i>	153
<i>The School as a Source of Experience</i>	164
<i>Psychological Judgments on Experience</i>	167
AUTOMATION	170
BIBLIOGRAPHY	175
INDEX	185