

# CONTENTS

<i>Preface</i>	ix
----------------	----

<i>Introduction</i>	xiii
---------------------	------

## I. PHILOSOPHY AND EDUCATION

Need for a Philosophy of Education	3
The Relation of Science and Philosophy as a Basis for Education	15

## II. ETHICS AND EDUCATION

Logical Conditions of a Scientific Treatment of Morality	23
Human Nature and Conduct	61
The Nature of Aims	70
What is Freedom?	81
Ends and Values	89
The Continuum of Ends-Means	97
Ethical Principles Underlying Education	108

## III. AESTHETICS AND EDUCATION

Affective Thought in Logic and Painting	141
Individuality and Experience	149
Experience, Nature and Art	157

## IV. SCIENCE AND EDUCATION

Progressive Education and the Science of Education	169
Science as Subject-Matter and as Method	182

## V. PSYCHOLOGY AND EDUCATION

What Psychology Can Do for the Teacher	195
Why Reflective Thinking Must Be an Educational Aim	212
School Conditions and the Training of Thought	229
The Process and Product of Reflective Activity: Psychological Process and Logical Form	242
Interest in Relation to Training of the Will	260

## VI. SOCIETY AND EDUCATION

American Education and Culture	289
The School and Society	295

## VII. PRINCIPLES OF PEDAGOGY

The Relation of Theory to Practice in Education	313
The Child and the Curriculum	339
The Nature of Subject Matter	359
Progressive Organization of Subject-Matter	373
The Nature of Method	387
The Educational Situation: As Concerns Secondary Education	404
The Way Out of Educational Confusion	422
My Pedagogic Creed	427