

**THE CHILD AND HIS SCHOOL;
AN INTERPRETATION OF
ELEMENTARY EDUCATION
AS A SOCIAL PROCESS**

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The child and his school; an interpretation of elementary education as a social process by
Gertrude Hartman

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GERTRUDE HARTMAN

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"I believe that education is the fundamental method of social progress and reform. . . .

"By law and punishment, by social agitation and discussion, society can regulate and form itself in a more or less haphazard or chance way. But through education society can formulate its own purposes, can organize its own means and resources, and thus shape itself with definiteness and economy in the direction in which it wishes to move."

JOHN DEWEY, "My Pedagogic Creed."

"Sociology demands of educators . . . that they shall not rate themselves as leaders of children, but as makers of society. Sociology knows no means for the amelioration or reform of society more radical than those of which teachers hold the leverage. The teacher who realizes his social function will not be satisfied with passing children to the next grade. He will read his success only in the record of men and women who go from the school eager to explore wider and deeper these social relations, and zealous to do their part in making a better future. We are the dupes of faulty analysis if we imagine that schools can do much to promote social progress until they are motivated by this insight and this temper."

ALBION SMALL, "The Demands of Sociology upon Pedagogy."

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AN INTERPRETATION OF ELEMENTARY
EDUCATION AS A SOCIAL PROCESS

BY

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FOREWORD

From among the many contributions that have enriched our professional literature during recent years, what selection shall be made by the teacher who seeks to translate the more modern philosophy of education into terms of daily school procedure and curriculum? What available sources adequately present the scientific background of that philosophy? Where shall we find interpretations of the scientific problems involved? What aids can the school library provide both for the teacher's use and for the children's reading?

Miss Hartman has answered these questions by combining a selection of library sources with an outline of the principles they illustrate, and a discussion of resulting implications for the school curriculum.

We believe her study will be welcomed by teachers as a résumé of exceptional value, discussing, as it does within a single volume, materials widely distributed through the pages of books and periodicals, many of them not easily available outside of special libraries. To the student and general reader we recommend it as presenting an able introduction to those precious conceptions of childhood and youth by which the word education is re-interpreted for those who hold it.

BUREAU OF EDUCATIONAL EXPERIMENTS.

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