

**A CRITICAL STUDY OF
CURRENT THEORIES OF
MORAL EDUCATION. A
DISSERTATION**

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A critical study of current theories of moral education. A dissertation by Joseph Kinmont Hart

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JOSEPH KINMONT HART

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DISSERTATION**

The University of Chicago
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A CRITICAL STUDY OF CURRENT
THEORIES OF MORAL
EDUCATION

A DISSERTATION

SUBMITTED TO THE FACULTY OF THE GRADUATE SCHOOL OF ARTS
AND LITERATURE IN CANDIDACY FOR THE DEGREE
OF DOCTOR OF PHILOSOPHY

(DEPARTMENT OF EDUCATION)

BY
JOSEPH KINMONT HART

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PREFACE

This study was evolved in connection with the writer's 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 logic of experience, in which concrete educational 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 individual's 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, Angell's *Psychology*; articles by Dewey, especially on "The Reflex Arc Concept," and "The Theory of Emotions"; Cooley's *Human Nature and the Social Order*; and particularly some unpublished lectures by Professor G. H. Mead, on "Social Psychology," and "The Logic of the Social Sciences"; in logic, Dewey's *Studies in Logical Theory*, supplemented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.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is crucial for ensuring transparency and accountability in the organization's operations.

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It highlights the need for consistent data collection procedures and the use of advanced analytical techniques to derive meaningful insights from the data.

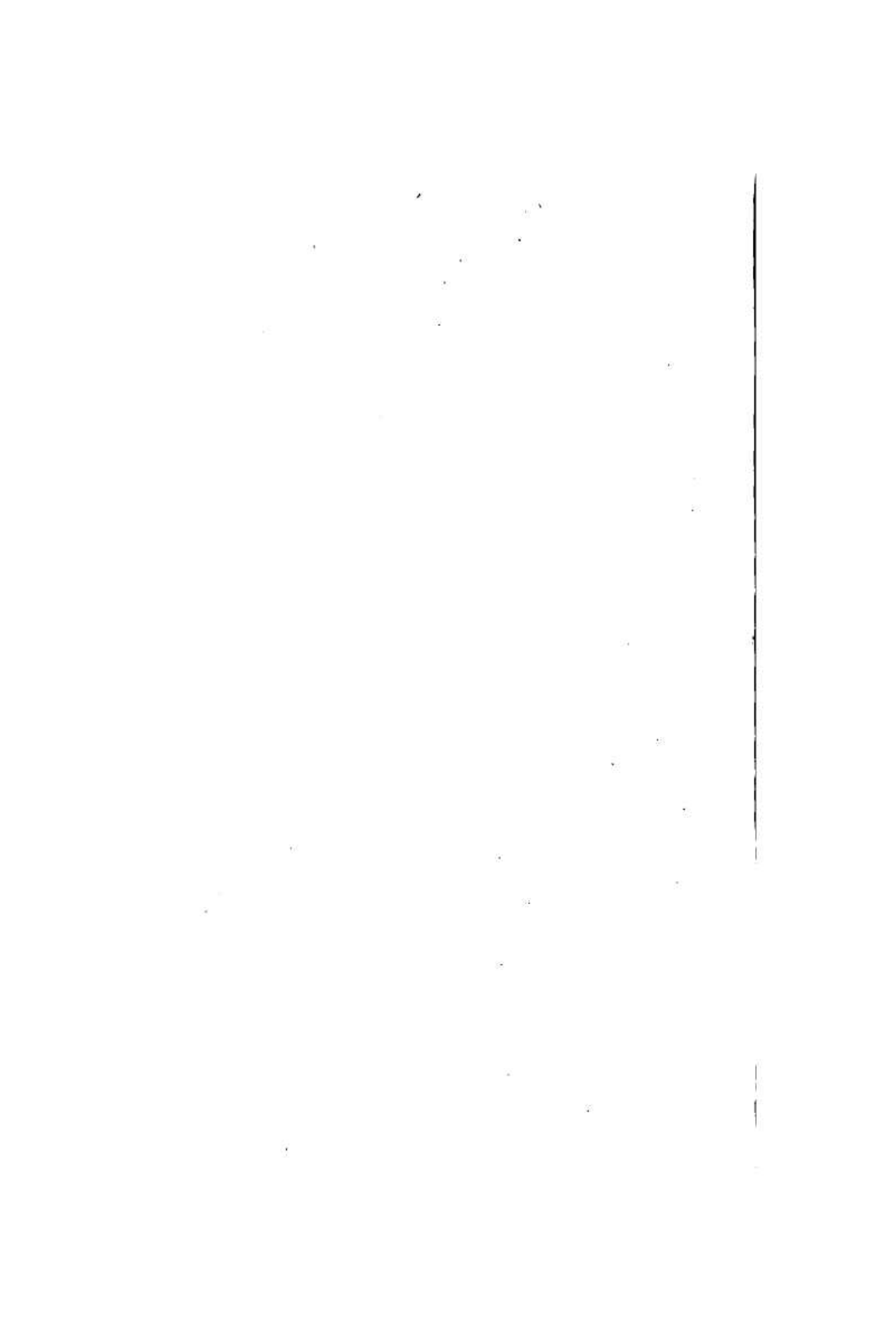
3. The third part of the document focuses on the role of technology in data management and analysis. It discusses how modern software solutions can streamline data collection, storage, and processing, thereby improving efficiency and accuracy.

4. The fourth part of the document addresses the challenges associated with data management, such as data quality, security, and privacy. It provides strategies to mitigate these risks and ensure that the data remains reliable and secure throughout its lifecycle.

5. The fifth part of the document concludes by summarizing the key findings and recommendations. It stresses the importance of ongoing monitoring and evaluation to ensure that the data management processes remain effective and aligned with the organization's goals.

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I. INTRODUCTION

Present-day awareness of the insufficiency of our educational results, and present-day protests against traditional educational theory and practice have become very specific in form, and are becoming very general in extent.

We are being told by Dr. Edward Everett Hale that our public-school system almost fails in instilling morality, by President Eliot that the intelligence produced is ineffective and not worth the money spent, by Admiral Evans that its product is contemptible, by Fluke that it is useless in business, by Edison that it has no profitable relation to applied science, by A. C. Benson and Sir Frederic Harrison that it is eminently successful in turning out uniformly stupid types, void of originality, by Rabbi Hirsch that it is the biggest failure of modern times.¹

It is true that much of this sort of criticism is largely rhetorical; but the mass of it, which fills unnumbered pages of periodical literature, and books without end, is not only true as applied to the public-school system, but, to a greater or less degree, of all forms of educational activity. The critical and reconstructive forces of the modern world, which have been producing such profound and beneficent changes in many phases of our world-experience, are but slowly penetrating into the region of educational theory and practice. This is, of course, quite in keeping with the general logic of experience: that which is most intimate in experience yields itself last of all and most unwillingly to the criticisms and reconstructions which the changing order brings.

In spite of this fact, much has already been accomplished in the direction of educational reconstruction. Society as a whole, however, lacks the reconstructive purpose. Reconstruction, too often, connotes mere iconoclastic innovation, lacking seriousness of programme. There is popular distrust of the efficacy of present reconstructive methods. There is a decided unwillingness to permit educational institutions and activities to be thrown into the general current of scientific experimentation. Even educational theory maintains a certain sacredness of character. All this is due, partly to the sacred regard in which "education" is held, especially by the American mind; partly to the naïve distrust of experimental methods. But the values of these new ideals can be determined only by passing

¹ Johnston, "Social Significance of Various Movements for Industrial Education," *Educational Review*, Vol. XXXVII, pp. 160-80.