

# **EDUCATION IN WAR AND PEACE**

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Education in War and Peace by Stewart Paton

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**STEWART PATON**

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WAR AND PEACE**



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# EDUCATION IN WAR AND PEACE

By

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NEW YORK  
PAUL B. HOEBER

1920

TO  
WILLIAM DAVID BOOKER, M.D.  
CLINICAL PROFESSOR EMERITUS OF PEDIATRICS  
JOHNS HOPKINS UNIVERSITY  
BALTIMORE



1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for ensuring transparency and accountability in financial operations.

2. The second part of the document outlines the various methods and techniques used to collect and analyze data. It highlights the need for consistent and reliable data collection processes to support informed decision-making.

3. The third part of the document focuses on the analysis and interpretation of the collected data. It discusses the various statistical and analytical tools used to identify trends, patterns, and anomalies in the data.

4. The fourth part of the document addresses the challenges and limitations associated with data analysis. It discusses the potential for bias, errors, and misinterpretation, and provides strategies to mitigate these risks.

5. The fifth part of the document concludes by summarizing the key findings and recommendations. It emphasizes the importance of ongoing monitoring and evaluation to ensure the continued effectiveness of the data analysis process.

## PREFACE

During the War the public developed an interest in cases of so-called "shell-shock." Patients with these symptoms were nervously unfit for active military service.

Peace no less than War produces "shell-shock." The symptoms interfere with individual efficiency, happiness and social progress. Many of those who are emotionally unfit for active service in life are found in the almshouses, reformatories, juvenile and criminal courts, hospitals for the insane, sanatoriums for the treatment of nervous cases, and the various institutions for the care of "social misfits," or are making an effort to compensate for personal inadequacy in facing the

## PREFACE

real problems of life by what amounts to whistling to keep up their courage; announcing their faith in the efficacy of patent medicines, Christian Science, thought transference, radical socialism or other forms of diversion suggested by wishful-thinking.

In the following pages attention is called to the urgent necessity of making adequate provision in our universities for training investigators competent to undertake the solution of the vitally important educational problems now confronting civilization.

I desire to thank the officers of the Harvey Society, New England Headmasters' Association, and the Editor of *Science* for permission to reprint these papers.

STEWART PATON.

Oct. 1, 1919