

The School
and
Society

John Dewey

新闻学与传播学经典丛书·英文原版系列

The School and Society

学校与社会

John Dewey

[美] 约翰·杜威 著

中国传媒大学出版社

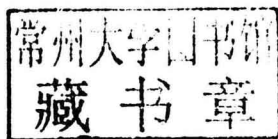
新闻学与传播学经典丛书·英文原版系列

The School and Society

学校与社会

John Dewey

〔美〕约翰·杜威 著



中国传媒大学出版社

· 北京 ·

图书在版编目 (CIP) 数据

学校与社会 = The School and Society : 英文 / (美) 约翰·杜威 (John Dewey) 著. —北京: 中国传媒大学出版社, 2018.1

(新闻学与传播学经典丛书·英文原版系列)

ISBN 978-7-5657-2124-3

I. ①学… II. ①约… III. ①实用主义教育思想—美国—现代—英文
IV. ①G40-06

中国版本图书馆 CIP 数据核字 (2017) 第 201309 号

新闻学与传播学经典丛书·英文原版系列

The School and Society

学校与社会

著 者 [美] 约翰·杜威 (John Dewey) 著

策划编辑 司马兰 姜颖映

责任编辑 司马兰 姜颖映

责任印制 阳金洲

出版发行 中国传媒大学出版社

社 址 北京市朝阳区定福庄东街 1 号 邮编: 100024

电 话 010-65450532 或 65450528 传真: 010-65779405

网 址 <http://www.cucp.com.cn>

经 销 全国新华书店

印 刷 三河市东方印刷有限公司

开 本 880mm × 1230mm 1/32

印 张 6

字 数 173 千字

印 次 2018 年 1 月第 1 版 2018 年 1 月第 1 次印刷

书 号 ISBN 978-7-5657-2124-3/G · 2124 定 价 42.00 元

版权所有 翻印必究 印装错误 负责调换

出版说明

“新闻学与传播学经典丛书·英文原版系列”，选取了在新闻学与传播学历史上具有里程碑意义的大师经典名作。如传播学“四大奠基人”哈罗德·拉斯韦尔、保罗·拉扎斯菲尔德等及加布里埃尔·塔尔德、罗伯特·帕克、哈罗德·英尼斯、马歇尔·麦克卢汉、库尔特·卢因、卡尔·霍夫兰等这些学界耳熟能详的名家佳作。这些是传播学与新闻学的奠基之作，也是现代新闻学与传播学发展的基础。许多名作都多次再版，影响深远，历久不衰，成为新闻学与传播学的经典。此套丛书采用英文原版出版，使读者读到原汁原味的著作。

随着中国高等教育教学改革的推进，广大师生已不满足于仅仅阅读国外图书的翻译版，他们迫切希望能读到原汁原味的原版图书，希望能采用国外英文原版图书进行教学，从而保证所讲授的知识体系的完整性、系统性、科学性和文字描绘的准确性。此套丛书的出版便是满足了这种需求。亦可使学生在专业技术方面尽快掌握本学科相应的外语词汇和了解先进国家的学术发展的方向。

本系列丛书在原汁原味地引进英文原版图书的同时，将目录译为中文，作为对原版的一种导读，供读者阅读时参考。本系列丛书有些因为出版年代比较久远，也囿于当时印刷水平的限制，有些地方可能与现在的标准不太一致，在不影响读者阅读的前提下，我们未对其进行处理，以保证英文原版图书的原汁原味，

从事经典著作的出版，需要出版人付出不懈的努力，好在有全国新闻院系的专家教授们的大力扶持，为我们提供了备选书目并对英文目录进行了翻译，因此使我们得以在学术出版的道路上走得更远。我们自知本系列丛书也许会有很多缺陷，我们也将虚心接受读者提出的批评和建议。

目 录

1. 学校与社会进步	6
2. 学校与儿童生活	30
3. 教育中的浪费	63
4. 初等教育心理学	95
5. 福禄培尔的教育原理	116
6. 作业心理学	132
7. 注意力的发展	139
8. 初等教育中历史教学的目标	150
后记：大学附属小学的三年	161

Contents

Author's Note	3
I. THE SCHOOL AND SOCIAL PROGRESS	6
II. THE SCHOOL AND THE LIFE OF THE CHILD	30
III. WASTE IN EDUCATION	63
IV. THE PSYCHOLOGY OF ELEMENTARY EDUCATION.	95
V. FROEBEL'S EDUCATIONAL PRINCIPLES	116
VI. THE PSYCHOLOGY OF OCCUPATIONS	132
VII. THE DEVELOPMENT OF ATTENTION.	139
VIII. THE AIM OF HISTORY IN ELEMENTARY EDUCATION	150
POSTSCRIPT: THREE YEARS OF THE UNIVERSITY ELEMENTARY SCHOOL	161

THE SCHOOL AND SOCIETY

Author's Note

A second printing affords a grateful opportunity for recalling that this little book is a sign of the co-operating thoughts and sympathies of many persons. Its indebtedness to Mrs. Emmons Blaine is partly indicated in the dedication. From my friends Mr. and Mrs. George Herbert Mead came that interest, unflagging attention to detail, and artistic taste which, in my absence, re-made colloquial remarks until they were fit to print, and then

saw the results through the press with the present attractive result—a mode of authorship made easy, which I recommend to others fortunate enough to possess such friends.

It would be an extended paragraph which should list all the friends whose timely and persisting generosity has made possible the school* which inspired and defined the ideas of these pages. These friends, I am sure, would be the first to recognize the peculiar appropriateness of especial mention of the names of Mrs. Charles R. Crane and Mrs. William R. Linn.

And the school itself in its educational work is a joint undertaking. Many have engaged in shaping it. The clear and experienced intelligence of my wife is wrought everywhere into its texture. The wisdom, tact, and devotion of its instructors have brought about a transformation of its original amorphous plans into articulate form and substance with life and movement of their own. Whatever the issue of the ideas presented in this book, the satisfaction coming from the co-operation of the diverse thoughts and deeds of many persons in undertaking to enlarge the life of the child will abide.

* [PUBLISHER'S NOTE.—The first three chapters appearing here were first delivered as lectures before an audience of parents and others interested in the University of Chicago Elementary School, in April, 1899.]

Author's Note to Second Edition

The present edition includes some slight verbal revisions of the three lectures constituting the first portion of the book. The latter portion is included for the first time, containing material borrowed, with some changes, from the author's contributions to the *Elementary School Record*, long out of print.

The writer may perhaps be permitted a word to express his satisfaction that the educational point of view presented in this book is not so novel as it was fifteen years ago; and his desire to believe that the educational experiment of which the book is an outgrowth has not been without influence in the change.

J. D.

NEW YORK CITY
July, 1915

The School and Social Progress

We are apt to look at the school from an individualistic standpoint, as something between teacher and pupil, or between teacher and parent. That which interests us most is naturally the progress made by the individual child of our acquaintance, his normal physical development, his advance in ability to read, write, and figure, his growth in the knowledge of geography and

The School and Social Progress

history, improvement in manners, habits of promptness, order, and industry—it is from such standards as these that we judge the work of the school. And rightly so. Yet the range of the outlook needs to be enlarged. What the best and wisest parent wants for his own child, that must the community want for all of its children. Any other ideal for our schools is narrow and unlovely; acted upon, it destroys our democracy. All that society has accomplished for itself is put, through the agency of the school, at the disposal of its future members. All its better thoughts of itself it hopes to realize through the new possibilities thus opened to its future self. Here individualism and socialism are at one. Only by being true to the full growth of all the individuals who make it up, can society by any chance be true to itself. And in the self-direction thus given, nothing counts as much as the school, for, as Horace Mann said, “Where anything is growing, one former is worth a thousand re-formers.”

Whenever we have in mind the discussion of a new movement in education, it is especially necessary to take the broader, or social, view. Otherwise, changes in the school institution and tradition will be looked at as the arbitrary inventions of particular teachers, at the worst transitory fads, and at the best merely improvements in certain details—and this is the plane upon which it is too customary to consider school changes. It is as rational to conceive of the locomotive or the telegraph as personal devices.

The modification going on in the method and curriculum of education is as much a product of the changed social situation, and as much an effort to meet the needs of the new society that is forming, as are changes in modes of industry and commerce.

It is to this, then, that I especially ask your attention: the effort to conceive what roughly may be termed the "New Education" in the light of larger changes in society. Can we connect this "New Education" with the general march of events? If we can, it will lose its isolated character; it will cease to be an affair which proceeds only from the over-ingenious minds of pedagogues dealing with particular pupils. It will appear as part and parcel of the whole social evolution, and, in its more general features at least, as inevitable. Let us then ask after the main aspects of the social movement; and afterward turn to the school to find what witness it gives of effort to put itself in line. And since it is quite impossible to cover the whole ground, I shall for the most part confine myself in this chapter to one typical thing in the modern school movement—that which passes under the name of manual training—hoping, if the relation of that to changed social conditions appears, we shall be ready to concede the point as well regarding other educational innovations.

I make no apology for not dwelling at length upon the social changes in question. Those I shall mention are writ so large that he who runs may read. The change that comes first to mind, the

The School and Social Progress

one that overshadows and even controls all others, is the industrial one—the application of science resulting in the great inventions that have utilized the forces of nature on a vast and inexpensive scale: the growth of a world-wide market as the object of production, of vast manufacturing centers to supply this market, of cheap and rapid means of communication and distribution between all its parts. Even as to its feebler beginnings, this change is not much more than a century old; in many of its most important aspects it falls within the short span of those now living. One can hardly believe there has been a revolution in all history so rapid, so extensive, so complete. Through it the face of the earth is making over, even as to its physical forms; political boundaries are wiped out and moved about, as if they were indeed only lines on a paper map; population is hurriedly gathered into cities from the ends of the earth; habits of living are altered with startling abruptness and thoroughness; the search for the truths of nature is infinitely stimulated and facilitated, and their application to life made not only practicable, but commercially necessary. Even our moral and religious ideas and interests, the most conservative because the deepest-lying things in our nature, are profoundly affected. That this revolution should not affect education in some other than a formal and superficial fashion is inconceivable.

Back of the factory system lies the household and neighborhood system. Those of us who are here today need go back only

one, two, or at most three generations, to find a time when the household was practically the center in which were carried on, or about which were clustered, all the typical forms of industrial occupation. The clothing worn was for the most part made in the house; the members of the household were usually familiar also with the shearing of the sheep, the carding and spinning of the wool, and the plying of the loom. Instead of pressing a button and flooding the house with electric light, the whole process of getting illumination was followed in its toilsome length from the killing of the animal and the trying of fat to the making of wicks and dipping of candles. The supply of flour, of lumber, of foods, of building materials, of household furniture, even of metal ware, of nails, hinges, hammers, etc., was produced in the immediate neighborhood, in shops which were constantly open to inspection and often centers of neighborhood congregation. The entire industrial process stood revealed, from the production on the farm of the raw materials till the finished article was actually put to use. Not only this, but practically every member of the household had his own share in the work. The children, as they gained in strength and capacity, were gradually initiated into the mysteries of the several processes. It was a matter of immediate and personal concern, even to the point of actual participation.

We cannot overlook the factors of discipline and of character-building involved in this kind of life: training in habits of order

The School and Social Progress

and of industry, and in the idea of responsibility, of obligation to do something, to produce something, in the world. There was always something which really needed to be done, and a real necessity that each member of the household should do his own part faithfully and in co-operation with others. Personalities which became effective in action were bred and tested in the medium of action. Again, we cannot overlook the importance for educational purposes of the close and intimate acquaintance got with nature at first hand, with real things and materials, with the actual processes of their manipulation, and the knowledge of their social necessities and uses. In all this there was continual training of observation, of ingenuity, constructive imagination, of logical thought, and of the sense of reality acquired through first-hand contact with actualities. The educative forces of the domestic spinning and weaving, of the sawmill, the gristmill, the cooper shop, and the blacksmith forge, were continuously operative.

No number of object-lessons, got up as object-lessons for the sake of giving information, can afford even the shadow of a substitute for acquaintance with the plants and animals of the farm and garden acquired through actual living among them and caring for them. No training of sense-organs in school, introduced for the sake of training, can begin to compete with the alertness and fulness of sense-life that comes through daily intimacy and interest in familiar occupations. Verbal memory can be trained