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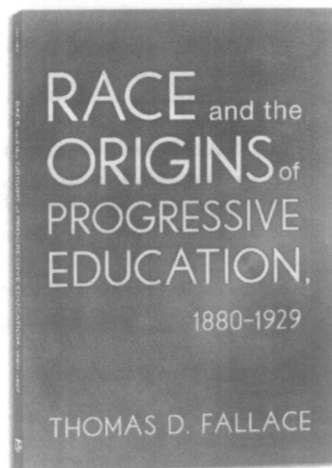
“In this meticulously researched and compelling book, Thomas Fallace reveals how popular 20th-century programs of progressive education were developed according to antiquated scientific models of the human race. This book disentangles the theory of recapitulation from the history of progressive education, proving that some of the most cherished models of ‘child-centered’ education grew out of the science of white supremacy.”

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This penetrating historical study traces the rise and fall of the theory of recapitulation and its enduring influence on American education. Building on cutting-edge scholarship, this is the first major study to trace the racial worldviews of key progressive thinkers, such as Colonel Francis W. Parker, John Dewey, Charles Judd, William Bagley, and many others.

Thomas D. Fallace is an associate professor of social studies education at William Paterson University of New Jersey, and the author of *Dewey and the Dilemma of Race: An Intellectual History, 1895-1922*.

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