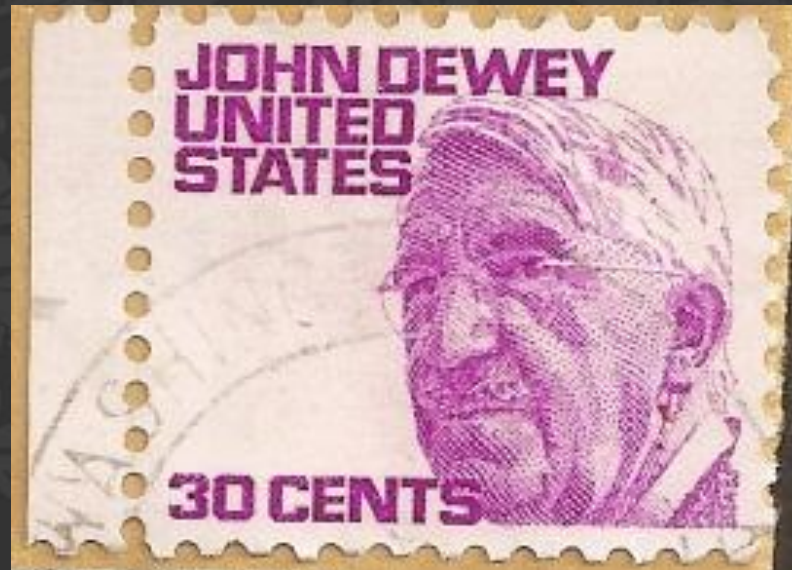


JOHN DEWEY

1859-1952

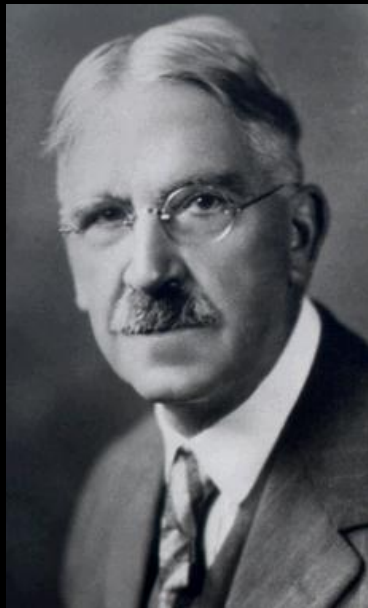
By Amy Carey



HISTORICAL CONTEXT OF DEWEY'S LIFE 1859-1952

Dewey lived through Civil War, both world wars, and the Great Depression

The U.S. moves from a dominantly agrarian society to a major industrial and military power.



DEWEY'S WORK

Devoted to Social Justice and democracy

Ideas began as metaphysical idealism, turned into pragmatic naturalism

Professor of Psychology and Philosophy, Writer, Public Speaker

Dewey made numerous publications yet his writing is not widely read

“John Dewey is like the Bible-often alluded to (both by his supporters and detractors) but seldom read...” ~ John Novak (writer)

“MY PEDAGOGIC CREED” 1857

In a few pages describes his beliefs about education, the school, subject matter, the nature of method, and the relation of the school to social progress.

“MY PEDAGOGIC CREED” 1857

What Education Is

-Education is psychological and social

“The individual who is to be educated is a social individual and that society is an organic union of individuals...”

“...Education, therefore must begin with a psychological insight into the child’s capacities, interests, and habits...they must be translated into terms of their social equivalents.”

“MY PEDAGOGIC CREED” 1857

What the school is

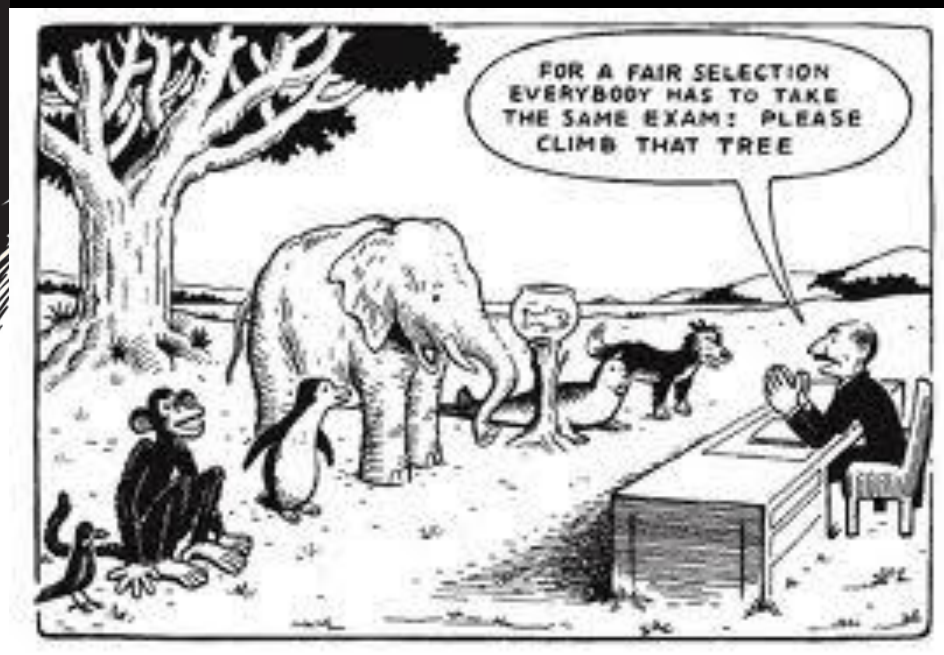
“A social institution...a form of community life in which all those agencies are concentrated that will be the most effective in bringing the child to share in the inherited resources of the race.”



“MY PEDAGOGIC CREED” 1857

What the school is

“Examinations are of use only so far as they test the child’s fitness for social life and reveal the place in which he can be of the most service and where he can receive the most help.”



“MY PEDAGOGIC CREED” 1857

Subject Matter

“There is, therefore, no succession of studies in the ideal school curriculum. If education is life, all life has, from the outset, a scientific aspect, an aspect of art and culture, and an aspect of communication...The progress is not in the succession of studies, but in the development of new attitudes towards and new interests in experience.”



“MY PEDAGOGIC CREED” 1857

Subject Matter

“To set up any end outside of education, as furnishing its goal and standard, is to deprive the educational process of much of its meaning, and tends to make us rely upon false and external stimuli in dealing with the child.



“MY PEDAGOGIC CREED” 1857

The Nature of Method

- We should consider the order of development of the child’s powers and interests
- Child is active not passive
- Ideas result from action

“If nine-tenths of the energy at present directed towards making the child learn certain things were spent in seeing to it that the child was forming proper images, the work of instruction would be indefinitely facilitated.”

“Interests are the signs and symptoms of growing power...they represent dawning capacities.”

“MY PEDAGOGIC CREED” 1857

Relation of the school to social progress

“Education is the fundamental method of social progress and reform...the regulation of the process of coming to share in the social consciousness”

“Through education society can formulate its own purposes, can organize its own means and resources, and thus shape itself...”

“The art of giving shape to human powers and adapting them to social service is the supreme art.”



DEMOCRACY AND EDUCATION
(1916)

Dewey breaks down the meaning of education and relates it to
democracy

Explains that we should “educate for democracy and democratize
for education.”

DEMOCRACY AND EDUCATION
(1916)

1. Implications of Human Association

-society is ambiguous-good, bad

-Instead of thinking of the ideal society, we must deal with reality and make it better

-Not isolated but interconnected

“In order to have a larger number of values in common, all the members of the group must have an equable opportunity to receive and to take from others. Otherwise, the influences which educate some into masters, educate others into slaves.”

DEMOCRACY AND EDUCATION
(1916)

2. The Democratic Ideal

“Democracy is more than government; it is associated living; of conjoint communicated experience”

...Barriers of class, race, and national territory ...kept men from perceiving the full import of their activity”

“A society which is mobile, which is full of channels for the distribution of a change occurring anywhere, must see to it that its members are educated to personal initiative and adaptability.”

EXPERIENCE AND EDUCATION
(1937)

- Written as a result of what was taking place in education because of “Dewey’s influence”
- Progressive movements, children creating their own curricula
- Rejects tradition Platonian/Aristotlelian thoughts- that knowledge is either innate or external
- Dewey didn’t believe in absolutes for a democracy

EXPERIENCE AND EDUCATION
(1937)

Progressive vs. Traditional Education

Progressive is more in accord with democratic ideals: individual freedom, decency, kindness of human relations

Versus

methods of repression, coercion, force



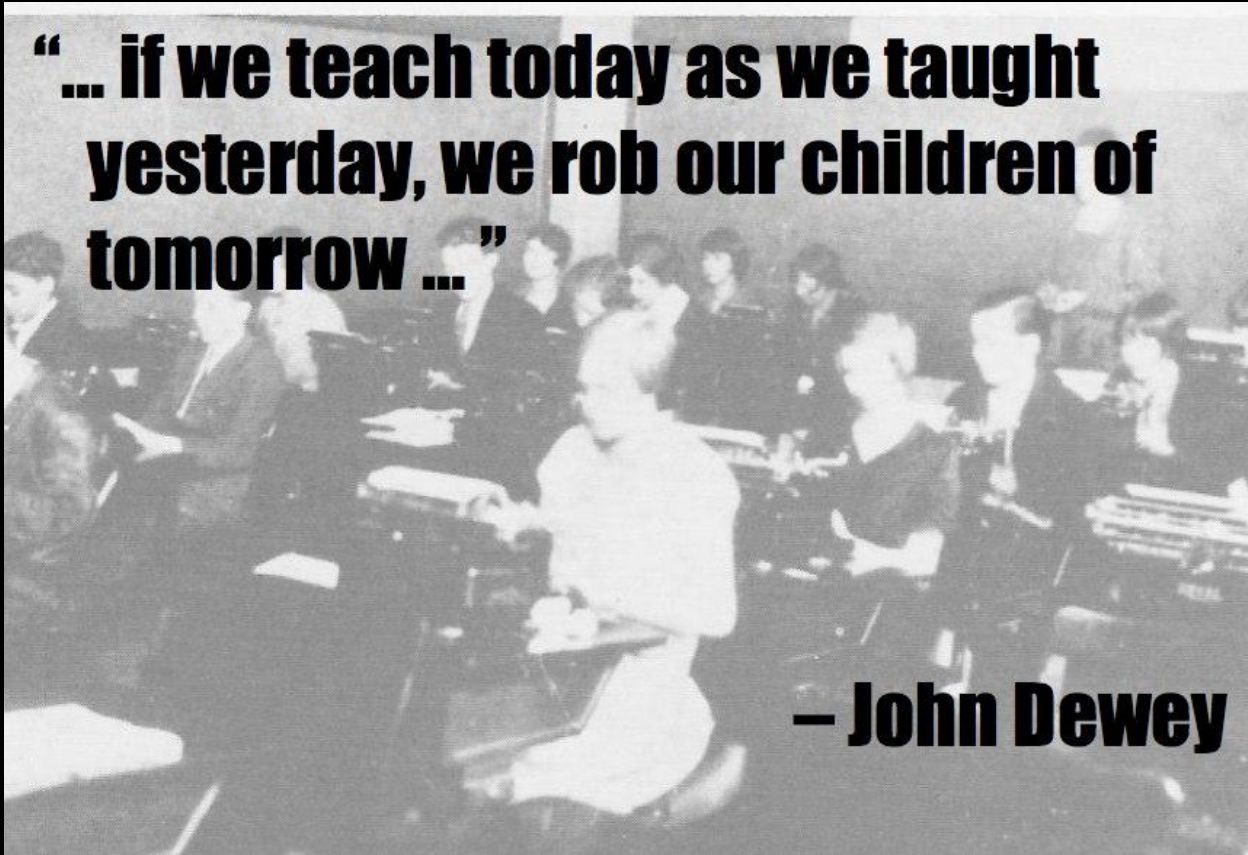
EXPERIENCE AND EDUCATION
(1937)

-Experience contributes to continual growth in a specified direction (continuity)

-It is up to the educator (whose experience is more mature) to decide what should be taught because the child is less mature. The educator decides where to lead the child.

-Take into account adaptation to needs and capacities of child

**“... if we teach today as we taught
yesterday, we rob our children of
tomorrow ...”**



– John Dewey

EXPERIENCE AND EDUCATION
(1937)

“A primary responsibility of educators is that they not only be aware of the general principal of the shaping of actual experience by enviroing conditions, but that they also recognized in the concrete what surroundings are conducive to having experiences that lead to growth.”

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What would
John Dewey
say?

$$3 \times 6 = 29$$

a. bacall

search ID: aban757

