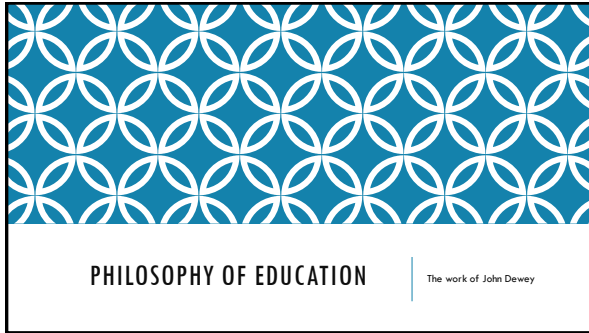
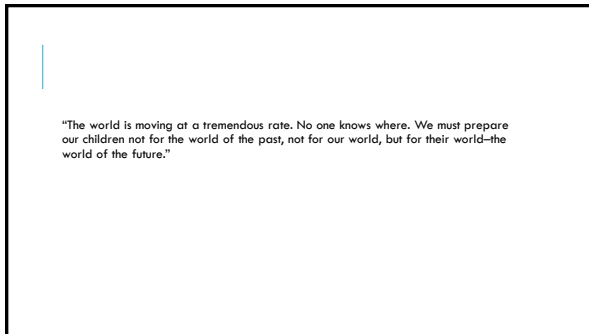
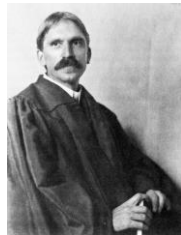
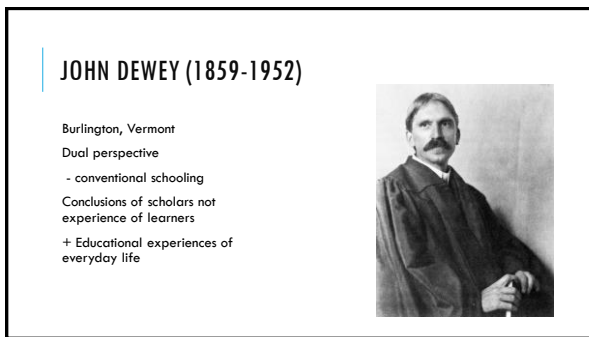








POLITICS

The role of school – preparation for community life

The role of education – to break down the gap between the experience of schooling and the needs of a participatory democracy

'The school is primarily a social institution.'

"the school is simply that form of community life in which all those agencies are concentrated that will be most effective in bringing the child to share in the inherited resources of the race, and to use his own powers for social ends...education is a process of living and not a preparation for future living."

Dewey (1897) My Pedagogic Creed

CAREER

1879 – graduated University of Vermont

1884 – PhD John Hopkins

Mid 30's – University of Chicago

1896 – Est. The laboratory school

1904 – Professor of Philosophy, Columbia University

1930 – Emeritus Professor, Columbia

- Open experimentation
Not implementation
Structure was two-fold
1. Facilitate research and experimentation into teaching and learning
 2. Acknowledges active participation of learners



"Education is the laboratory in which philosophical distinctions become clear and are tested"

DEWEY AND THE TRADITIONAL CLASSROOM



TRADITIONAL VERSUS PROGRESSIVE

Critique of school design not insignificant – central feature of his philosophy
Laboratory school would allow learners to create their own experiences – to enquire, to create, to experiment

Old system – designed to motivate to learn the established subjects i.e. a 'demoralizing doctrine'

'a society of free individuals in which all, through their own work, contribute to the liberation and enrichment of the lives of others.'

DEWEY AND PEDAGOGY

Dual function of the teacher

'Pedagogic Creed' (1897) – general view of teacher's role both positive & negative

~~Impose certain ideas or form certain habits in the child~~

Teacher is a member of a community

'Select the influences which shall affect the child'

Laboratory school – new ways of teaching and learning, break down barriers between schools and communities

Fragmentation of knowledge

CHILD AND CURRICULUM

Traditional sense – pupil's experience is worthless compared to others in society

Knowledge is classified into disciplines

Human knowledge divided according to scholars not according to the experience of the child

Dewey's psychological approach



"Whatever is uppermost in his mind, constitutes to the child, for the time being, the whole universe"



Child's attitude to experience should reflect in the curriculum

Children do not experience their world through subject disciplines

"Child and the curriculum are simply two limits which define a single process...the present standpoint of the child and the facts and truths of studies define instruction"

LABORATORY SCHOOL — THE PRINCIPLES

Business of the school is to train children in cooperative and mutually helpful living

All educative activity is to be rooted in instinctive and impulsive natures of the child

Promotes child's individual tendencies and activities

Cannot train people now for some future perfection

Human destiny as evolutionary

Therefore education is a process of growth

Developing new attitudes to our experiences



"If we think of education as the process of forming fundamental dispositions, intellectual and emotional, toward nature and fellow men philosophy may even be defined, as the general theory of education."
