

Group 5 Discussion Summary

As we come together to discuss the theories and philosophies of education, we are able to share and build on perceptions based off of our own different background experiences and histories told. Social sympathies develop our thinking beyond our direct interests. We agree that we wouldn't have any strength to our theories unless we have experiences to draw from. The value of our group experience is a result of connections or continuities that we generate from the past experiences we and the authors of these books have had. We wouldn't be in school aspiring to be teachers if we spent most of our lives in repetitive disciplinary transmission of knowledge, because it is the experiences, connections, and creative possible strategies that drive us to learn and teach.

Experiences involve the connection between doing and trying something which results in consequence. Thinking is the accurate and deliberate instituting of connections between what is done and its consequences. Thinking is organized into several parts: the stimulus to thinking is found when we determine the situation, anticipation of consequences is deciding if a situation could be fact or indeterminate, the projection of consequences is the proposed or tentative solution, reasoning is existing conditions that have to be carefully scrutinized and the implications of the hypothesis developed, suggested solutions are ideas or theories which have to be tested, and determinate changes are accepted as valid.

Thinking includes all these steps: sensing the problem, observing the conditions, forming and elaborating a suggested conclusion, and active experimental testing. Experience and thinking are intertwined. We think about experiences, and experiences occur because of reflections we do on resulting consequences.

As related to other courses, experience is a hands-on learning that expedites minds-on learning. Kinesthetic and special learning is the result of making physical connections to the senses. Without bodily interaction to soak up information, very few relations put meaning to words that are learned. What can be noticed is that children are constantly learning through their actions. We see uncontrollable bodily action among students, especially when curiosity and excitement well up. As teachers, we should channel their energies toward guiding active bodily behavior into constructive planning and execution rather than unproductive negative suppression. Children act out when they are not so engaged with what is going on. If teachers spend all their time and energy suppressing bodily activities which take the mind away from its focus, it will cause a loss of meaning to any intellectual material presented.

Although we talked about turning bodily behavior into learning experiences, we are also implying the use of methods to control an environment. Students need a challenging environment, but they also don't need to be overwhelmed. As Dewey says, "a large part of the art of instruction lies in making difficulty of new problems large enough to challenge thought, and small enough so that there be familiar spots from which helpful suggestions may spring."

We have found that teachers are not only needed to provide information but to help make connections through experiences and other applications. Relating students to facts, data, knowledge already acquired, suggestions, inferences, conjectured meanings,

suppositions, and tentative explanations will help them understand new concepts and make new connections. The more connections a student makes, the higher the ability he/she will be able to solve their own problems in the future. From other courses it is determined that this is the practice of constructivism vs. transmission.

Students need to know that they have unique abilities that have a use in a world that can't begin to fit in a classroom. Value of experience is knowledge. The making of connections to other applications allows one's ideas to grow. They need to know that they are capable of taking their knowledge and talents with them when they leave school so that they can better themselves in a work, home, study, lab, or play environment. The best way for students to learn is for teachers to develop constructive methods that open up a student's needs for experience and connection.

John Berner

Experience and Thinking

-nature of experience

- undergoing becomes instruction and discovering connections between what we do to things and what we enjoy or suffer from consequences is learning)

- an ounce of experience is better than a ton of theory because an experience is capable of generating and carrying any amount of it, but a theory apart from an experience cannot be definitely grasped

- experience as trying

 - involves change, but is meaningless without consequences

- experience as passive

 - change in ourselves and our behaviors due to the consequences of our actions reflects significance

- experience is active-passive (not primarily cognitive)

- measure of the value of an experience is a result of made connections or continuities

- problem of discipline and instinctive bodily action

 - if teachers spend time suppressing bodily activities that take the mind away from its focus on presented intellectual material, it will cause a loss of meaning

 - teachers should channel their energies toward guiding active bodily behavior into constructive planning and execution rather than unproductive negative suppression

- senses (a way for information to be conducted from the world into the mind)

 - eye and ear have to be employed to take in what the book, the map, the blackboard, and the teacher say

 - lips, vocal organs, and hands have to be used for speech and writing

 - need to be trained as productive conductors

 - reading with expression and intelligence is difficult if a reader can't sense the actions and movements of the author

- connections (the separation of mind from direct occupation with things throws emphasis on things at the expense of relations or connections)
 - the mind perceives things apart from relations
 - perception is the forming of ideas based on prior connections
 - judgment is making sense of perception
- reflection in experience (no experience having a meaning is possible without some element of thought- makes it possible to act with an end in view)
 - attempt to see what is probable or possible for an outcome
 - sympathetic identification of our own destiny
 - social sympathies develop thinking beyond our own interests
 - trial and error (at the mercy of consequences)
 - analysis of cause and effect (foresight is more accurate and comprehensive)
 - thinking is the intentional endeavor to discover specific connections between something which we do and the consequences which result, so that the two become continuous
 - all thinking involves a risk (an invasion of the unknown is adventure)
 - while all thinking results in knowledge, the value of knowledge is subordinate to its use in thinking
 - steps of thinking
 - sense of a problem
 - observation of conditions
 - formation and rational elaboration of a suggested conclusion
 - active experimental testing
- stimulus of thinking- determining significance of some act, performed or to be performed
- anticipation of consequences- a situation could be fact or indeterminate
- projection of consequences- proposed or tentative solution
- reasoning- existing conditions have to be carefully scrutinized and the implications of the hypothesis developed
- suggested solution- idea or theory which has to be tested
- determinate changes- accepted as valid
- general features of a reflective experience
 - perplexity, confusion, doubt, due to the fact that one is implicated in an incomplete situation whose full character is not yet determined
 - conjectural anticipation-a tentative interpretation of the given elements, attributing to them a tendency to effect certain consequences
 - careful survey (examination, inspection, exploration, analysis) of all attainable consideration which will define and clarify the problem in hand
 - consequent elaboration of the tentative hypothesis to make it more precise and more consistent, because squaring with a wider range of facts
 - taking one stand upon the projected hypothesis as a plan of action which is applied to the existing state of affairs

Thinking in Education

-the essentials of method

- processes of instruction are unified in the degree in which they center in the production of good habits of thinking
- thinking is the method of an educative experience
- the essentials of method are identical to the essentials of reflection in a learning environment
 - need for continuous constructive activity and interest
 - need for problems that develop a stimulus to thought
 - need for information and observations
 - need for suggested solutions that gives responsibility for development
 - need for opportunity and occasion for testing
- the first stage of contact with any new material, at whatever age of maturity, must inevitably be of the trial and error sort (carrying out one's own impulsive activity, and then note the interaction of his energy and that of the material employed)
- there must be data at command
 - a large part of the art of instruction lies in making difficulty of new problems large enough to challenge thought, and small enough so that there be familiar spots from which helpful suggestions may spring
- relating students to facts, data, knowledge already acquired, suggestions, inferences, conjectured meanings, suppositions, and tentative explanations will help them understand new concepts and make new connections
- ideas guide and organize further observations, recollections, and experiments
- students can become institutionalized to exams, lectures, lessons, and recitations if there aren't any real world experiences that simulate the problems that will be faced outside of a school
- students need to know that opportunities exist

Cassi Koepp

Dewey Chapter 11

- 1) The nature of Experience-can be understood only by noting that it includes an active and a passive element peculiarly combined
 - a) Experience is trying
 - b) One the passive, it is undergoing
 - c) Activity does not constitute experience
 - d) To "learn from experience" is to make a backward and forward connection between what we do to things and what we enjoy or suffer from things in consequence
 - e) Two conclusions important for education flow:
 - i) Experience is primarily an active-passive affair; it is not primarily cognitive
 - ii) The measure of the value of an experience lies in the perception of relationships or continuities to which it leads up

- f) Pupil-has almost come to mean one who is engaged not in having fruitful experiences but in absorbing knowledge directly
 - g) The chief source of the “problem of discipline” in schools is that the teacher has often to spend the larger part of the time in suppressing the bodily activities which take the mind away from its material
 - h) A chief cause for the remarkable achievements of Greek education was that it was never misled by false notions into an attempted separation of mind and body
 - i) The separation of “mind” from direct occupation with the things throws emphasis on things at the expense of relations or connections
 - j) Judgment is employed in the perception; otherwise the perception is mere sensory excitation or else a recognition of the result of a prior judgment, as in the case of the familiar objects
 - k) Because of our education we use words, thinking they are ideas, to dispose of questions, the disposal being in reality simply such an obscuring of perception as prevents us from seeing any longer the difficulty
- 2) Reflection in Experience-thought or reflection, is the discernment of the relation between what we try to do and what happens in consequence. No experience having a meaning is possible without some element of thought.
- a) Thinking, is the intentional endeavor to discover the specific connections between something which we do and the consequences which result, so that the two become continuous
 - b) The starting point of any process of thinking is something going on, something which just as it stands is incomplete or unfilled
 - c) To fill our heads, like a scrapbook, with this and that item as a finished and done-for thing, is not to think
 - d) Reflection also implies concern with the issue
 - e) The object of thinking is to help reach a conclusion, to project a possible termination on the basis of what is already given
 - f) All thinking is research, and all research is native, original, with him who carries it on
 - g) All thinking involves a risk
 - h) General features of a reflective experience:
 - i) Perplexity, confusion, doubt, due to the fact that one is implicated in an incomplete situation whose full character is not yet determined
 - ii) A conjectural anticipation-a tentative interpretation of the given elements, attributing to them a tendency to effect certain consequences
 - iii) A careful survey (examination, inspection, exploration, analysis) of all attainable consideration which will define and clarify the problem in hand
 - iv) A consequent elaboration of the tentative hypothesis to make it more precise and more consistent, because squaring with a wider range of facts
 - v) Taking one stand upon the projected hypothesis as a plan of action which is applied to the existing state of affairs.

- 1) The Essentials of Method- No one doubts the importance of fostering in school good habits of thinking
 - a) Thinking which is not connected with the increase of efficiency in action, and with learning more about ourselves and the world in which we live, has something the matter with it
 - b) The initial stage of that developing experience which is called thinking is experience
 - c) Experience is the thought to be confined to the senses and appetites; to a mere material world, while thinking proceeds from a higher faculty, and is occupied with spiritual or at least literary things
 - d) The fundamental fallacy in methods of instruction lies in supposing that experience on the part of pupils may be assumed
 - e) The first approach to any subject in school should be as unscholastic as possible.
 - f) An effective response means one which accomplishes a perceptible result
 - g) It is indispensable to discriminate between genuine and simulated or mock problems
 - h) There must be data at command to supply the considerations required in dealing with the specific difficulty which has presented itself
 - i) A well-trained mind is one that has a maximum of resources behind it and that is accustomed to go over its past experiences to see what they yield
 - j) There is no inconsistency in saying that in schools there is usually both too much and too little information supplied by others
 - k) Ideas we have seen, whether they be humble guesses or dignified theories, are anticipations of possible solutions
 - l) There can be no doubt that a peculiar artificiality attaches to much of what is learned in schools. It can hardly be said that many students consciously think of the subject matter as unreal; but it assuredly does not possess for them the kind of reality which the subject matter of their vital experience possess
 - m) The best type of teaching bears in mind the desirability of affecting this interconnection-the realities of everyday life

General features of a reflective experience:

- vi) Perplexity, confusion, doubt, due to the fact that one is implicated in an incomplete situation whose full character is not yet determined
- vii) A conjectural anticipation-a tentative interpretation of the given elements, attributing to them a tendency to effect certain consequences
- viii) A careful survey (examination, inspection, exploration, analysis) of all attainable consideration which will define and clarify the problem in hand
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Left Back Chapter 6

- 1) On the Social Frontier

- a) In the 1920's intellectuals were critical of American Society. They viewed it as self absorbed, narrow-minded, puritanical, repressed, materialistic, indifferent to poverty, easily swayed by evangelists.
 - b) Great American public was intrigued by motorcars, radio, talking pictures, jazz, celebrities, baseball and other diversions
 - c) In education-intellectual leadership came from main currents of American society, but had a knowing that progressive education movement not only survived the war but was thriving
 - d) Progressive Education commonly referred to as "the new education" or simply "modern education"
 - e) William Heard Kilpatrick-harold Rugg were the most prominent champions of child-centered schools, offering it as a model for changing American society
 - f) Child-centered schools were inherently individualistic, required a leap of faith to believe they could reform society. Always tension within progressive education with conflicting aims
 - g) John Dewey-saw social reform as overriding goal of education reform
 - i) 1920's and 30's he was skeptical of his disciples excessive concern for individualism and spontaneity
 - ii) Insisted education was not only teaching skills and knowledge to children but developing a better society
 - iii) It was up to educators to shape experience of the young
 - h) 1929, Depression, prominent progressive educators urged schools to take the leading role in planning/creating a new social order. They believed they could remake society by remaking schools
 - i) 1927, Progressive leaders @ teachers College started informal group that met regularly over dinner to discuss social, political, and economic problems. Kilpatrick led this group-along with Harold Rugg, George S Counts, R. Bruce Raup, Jesse Newton, Goodwin Watson
- 2) Progressives in the Soviet Union
- a) Dewey went to soviet union in 1928. Moved by what he saw. Shops were owned by independent cooperatives, carefully preserving enough churches to satisfy the needs of worshipers. All in all, impressed by the safe and orderly character of life in the new Russia.
 - b) Dewey saw things that that confirmed his vision for his own society
 - i) Believed that the gains of the revolution were being secured by educators in the nations classrooms-leaders were animated by a spirit of community
 - ii) Propaganda was everywhere-employed not for private gain but for the good of humanity
 - c) Dewey found Soviet Educators were committed to the project method exciting
 - i) In US it is found only in private schools and small number of public schools
 - d) Dewey had no sympathy for individualistic capitalistic system
 - e) Dewey's message to fellow progressives was clear: Something remarkable is happening in Russia. Educators were leading the way creating a new cooperative

social order. The revolution was replacing the old selfish values of individualism with new collective values of sharing and caring.....

- f) In 1929, William Kilpatrick visited Moscow
 - i) The three R's were not taught directly but were learned
 - ii) Unknown to Kilpatrick, the system of progressive schools, along with the leading progressive educators, was being eliminated by Soviet officials-the principal architect of soviet progressive education was removed by authorities shortly after Dewey's visit.
 - g) Counts also visited the Soviet Union in 1927 and 1929
 - i) Like Dewey he thought that the fate of the Russian Revolution would be determined by changes in the educational system, not political power
- 3) Dare the Schools Build a New Social Order?
- a) George Counts was invited to address the Progressive Education Association at its annual meeting in Baltimore early 1923
 - b) Counts favored social planning and the PEA had a long-standing commitment to child-centered schooling
 - c) Counts accused the progressive education movement of having no "theory of social welfare unless it be that if anarchy or extreme individualism.
- 4) Other Progressives respond
- 5) Harold Rugg and the Great Technology
- a) Found a way of integrating the naturalness of child-centered schools and the requirements of collective social planning
 - i) The social engineers would plan and design the new society, and the educational engineers would produce mass understanding that would be needed for the new order to succeed.
 - ii) Believed that once anew social order was established, schools would be "schools of living instead of schools for literacy"
- 6) Kandel's Critique
- a) Isaac L Kandel, a leading scholar of international education, ridiculed the idea that the school should be expected to build a new social order.
 - b) Noted that it was the progressives, not their critics, who had propagated rampant individualism in education
- 7) The AHA Report
- a) By the time its final report was issued in 1934, the commission. Although still sponsored by the American Historical Association, had little to say about history in the schools and a great deal to say about "the condition and prospects of the American people as a part of western civilization now merging into a world order
 - b) It proposed that public schools teach new values and understandings of to the American People to ease the transition to the new collective economy
- 8) Debating the Social Frontier
- a) Counts served as Editor
 - b) Offered a lively debating ground for progressive radicals, socialists, liberals, Communists, and even an occasional conservative
 - c) Had a consistant theme-need for a planned, collectivist social order.

- d) Dewey held that teachers could not evade their responsibility to make a choice about their role in social change.
- 9) The Dissenters Speak Out
 - a) Charles Judd, was one of the few prominent educators to challenge the progressives radical proposals openly.
 - i) Complained about “writers who would turn the schools into instruments of propaganda for a vague doctrine which they call ‘collectivism’ by which they fail to define clearly
- 10) The Effects of the Soviet Purges

CURRICULUM METHODS AND ASSESSMENT

- 1) Dare Progressive Education be Progressive
 - a) George S Counts-Hopes the PEA will not dissipate its energies or fail to measure up to its great opportunities
 - i) If it does not fulfill its promise, it must lose some optimism and prepare to deal more fundamentally, realistically, and positively with the American Social Situation than it had before
 - ii) PEM has focused attention squarely upon the child
 - (1) Recognized fundamental importance of the interest of the learner
 - (2) Defended the thesis that activity lies at the root of all true education
 - (3) Conceived learning in terms of life situations and growth of character
 - (4) Championed the rights of children as a free personality
 - b) Counts believed all is excellent but not enough to narrow of conception of education. It only shows have the picture
 - c) If anything calls itself progressive it must have orientation, passes direction
 - i) Progressive=means moving forward
 - d) Moving forward can have little meaning if no clearly defined purposes
 - e) Great weakness of PE –elaborated no theory of social welfare, unless it be of anarchy or individualism.
 - i) Reflecting viewpoint of those who provide children for progressive schools liberal-minded, upper middle class- have shown themselves incapable of dealing with any crisis of time-war, prosperity, depression
 - f) Members of the class
 - i) Birthrate is low
 - ii) Number of children is small
 - iii) Income relatively high
 - iv) Economic functions at home greatly reduced
 - g) If Progressive education is to be genuinely progressive it must emancipate itself from the influence of this class. Come to grips with life in all reality
 - h) The problem of the reconstruction of our economic order is not the only problem that we face.
 - i) Life can not be divided neatly into a separate compartments

Cassy Findlay

Week 6
John Dewey
Chapter 11-12 pages 139-163

Experience and Thinking

The nature of experience

- Nature of experience includes an active and a passive element combined.
- Experience is also trying, connected with experiment
- Passive- undergoing
- We act upon it and then may suffer the consequences.
- Experience may involve change, but is meaningless unless it is connected with consequences.
- When the change is made by an action, we learn something.
- Impulses may hurry us from one thing to another. None of this is cumulative growth. Many things that happen to us, whether pleasure or pain, we do not connect with another part of life.
- Learning from experience is to make a backward and forward connection between what we do to things and what we enjoy or suffer from consequences.
- In education- experience is an active-passive affair. The measure of the value of the experience lies in the relationship; which it leads up.
- Students under construction seem to acquire knowledge as spectators.
- Says that bodily activity becomes an intruder. Says that you need a body to come to school, but the activities of the body need to be frowned upon. It leads the student away from the lesson.
- Discipline- problem with discipline is that the teacher spends time suppressing the bodily activities to take the mind away from its material. The put forth a machine like energy; rigid posture, silence, and to punish if results are not achieved.
- Fatigue of student and teacher are resulted from the abnormality of the situation.
- Physical children become restless and unruly, more quiet children spend energy keeping suppressed.
- Some bodily activities have to be used. The lips, eyes, ears, vocal chords, and the hands. The senses are a conduit which information is conducted from the world to the mind. The muscles have to be trained to carry knowledge back out of mind.
- All this is called a mechanical use of bodily activities. (142) when the child uses their eyes to form words, the training is simply of isolated sense organs and muscles. This makes it mechanical. The organs have been trained to go their own way automatically.
- Intellectual side- the separation of mind throws emphasis on things at the expense of relations or connections.

Reflection in Experience

Reflection is the discernment of the relation between what we try to do and what happens in consequence. No experience having a meaning is impossible without some kind of thought.

- all experiences have a phase of “cut and try.” We do something, and if it fails, we try again.
- In observing, we analyze to see what lies between so as the bind together cause and effect, activity and consequence.
- If the quality of the experience changes, it may be so significant that we may call it experience reflective- par excellence.
- Thinking is the intentional endeavor to discover specific connections between something we do and the consequence so the two become continuous.
- In experience, all that the wise man can do is observe what is going on, and then select the most careful that something will then happen.
- The start of any process of thinking is at first un-complete or unfulfilled.
- Reflection also implies concern with the issue, a certain identification of our own identity. For a soldier, thinking is direct and urgent. For a neutral, it is indirect and dependent upon imagination. We desire an outcome.
- A general who allows his hopes and desires affect his observations and interpretations will make a mistake in calculation.
- Thinking originates in situations where the course of thinking is an actual part of the course of events and is designed to influence the result.
- All thinking involves a risk. The conclusions of thinking are hypothetical.
- A reflective experience is perplexity, confusion, and doubt.

Chapter 12- Thinking in Education

The Essentials of Method

Parcel out instruction such as acquisition of skill, acquiring information, and training of thinking is a measure of an ineffective way that we accomplish all three.

1. the initial stage of that developing experience of thinking is experience. Thinking is cut off from experience and capable of being cultivated in isolation. Experience is then confined to the senses and appetites.
 - when a person first has experience with a new material, it must be of trial and error. They must try to do something with the material to carry out the impulsive activity, and then note the interactions of the activity. This happens when a child first begins to play and build with blocks.
 - Teachers depend on efficiency in the fact that they go back to the type of subject; which causes reflection out of school and into ordinary life. For schoolwork, the

- teachers give students something to do, not learn, and it demands thinking or the unintentional noting of connections, so that learning naturally results.
- The giving of problems, the answering of questions, the assigning of tasks, and the magnifying of difficulties is a part of school work. Questions (155) is there anything but a problem? Is it the students own problem, or is it the teachers or textbooks problem if the questions do not get answered right.
 - In developing reflective habits, the physical equipment and arrangements of the schoolroom are hostile to real life situations or experience.
 - Children are very curious even outside of school. Especially when reading books, or on the playground.
 - If there is an absence of materials, the students problems are not his, only the students problem itself, and not as a human being. He needs to find what the teacher wants. The student needs to find out how to meet the requirements of school.
2. There must be data to supply the considerations required in dealing with the specific difficulty, which has presented itself. We can have children think for themselves, but we still need to have material that will furnish the student resources for coping with the difficulty.
- memory, observation, reading, communication are all avenues for supplying data. We can't let the student be so familiar with the objects that he can just recall them without thinking.
 - *A well-trained mind is one that has a maximum of resources behind it, and that is accustomed to go over its past experiences to see what they yield.
 - We also need direct observation when a relation of an object has been passed over.
 - We cannot say that there is too much or too little information given out. There is accumulation and acquisition of information to recite and examine. Knowledge is the working capital of finding out or learning more things.
 - If we have stored our minds full of useless information, we will not be able to recall certain facts. (I don't agree with this.)
3. the correlation in thinking of facts, data, knowledge, already acquired is suggestions, inferences, meanings, and tentative explanations.
- careful observation and recollection determine what is already there.
 - All thinking is original in a projection of considerations, which have not been previously apprehended. A child who can figure out things is called a discoverer.
 - *any idea that a person has cannot be an idea to someone else. When it is told to another person, it is said to be a fact and not an idea. The person who receives the idea may form other ideas, or it may extinguish interest and nothing else will come out of it.
 - If a person cannot devise their own solution and find his own way out he will not learn, but may recite the answer with 100% accuracy.

4. Ideas are anticipations of possible solutions. They are to guide and organize further observations, recollections, and experiments. They are not final in learning.
 - thoughts by themselves are incomplete. They are suggestions, and are methods for dealing with experiences.
 - There are many positive measures for the development of thought. Many schools have laboratories, shops and gardens where games and plays and dramatizations are used. There are also real life experiences and students are able to acquire and apply information for a whole progressive experience.
 - A student can use constructive and manual activities in a physical way. (162)
 - **Back then, Dewey said that he hoped that all educational institutions would be equipped so students could acquire and test ideas by real social situations, but it would be a long time. I think there is a lot more of this now.
 - The best type of teaching is the desirability of affecting the connection. The student should utilize earlier lessons to help understand the present one, and also throw out there what has to be acquired.

5. Is that the student should have the opportunity and occasions to test his ideas by application, to make their meaning clear and to discover for himself their validity.

Ravitch- On the Social Frontier
Pages 202-238

Kilpatrick and Rugg- were the champions of the child-centered school. Was a model for the changing American society.

- child centered schools were individualistic. Were they to reflect present day society? Are they to change society? Or were they supposed to make learning fun?

- John Dewey- saw reform as a overriding goal of educational reform. He was skeptical of concern for individualism and spontaneity. Teaching was not about developing skills but bettering society. Education should shape the experiences of the young.

- 1929- economic depression. Were planning and creating a new social order, they could remake society by remaking the schools. Wanted to replace academic studies by projects, real life problems, and socially useful experiences. The individualized schools were full of individualism and freedom from external directives.

- Teachers college progressive leaders. They discussed social, political, and economic problems and how education may promote change. Society was hurting from individualism, and that the economy should be controlled by the government.

- Some visitors visited the Soviet Union to see the world's most important experiment in social planning and collective action.

Progressives in the Soviet Union

Dewey- he believed that the gains of the revolution were being secured by educators in the nation's classrooms, the leaders had a spirit of community, and that it raised the aesthetic cultivation of the people. He wanted to examine the changes in their education. Realized that the people had broken down the barriers of school and society. They realized that school and society must work together to form an ideology.

- Soviet educators were committed to the project method. They placed the authority of the state in charge. They had discovered ways to make the schools agencies of social reform. Teachers were familiar with the economic plans of the government.
- They had their students engage in socially useful projects, on sanitation and hygiene, assisted in campaigns against illiteracy and so on. The schools seemed to be an arm to the state.
- He had no sympathy for the individualistic capitalistic system. A teacher was substantially enhanced by becoming a member of the state. He did not feel sorry for their more privileged life. Teachers were creating a new social order. No more selfish and a lot more caring.
- Kilpatrick- visited Moscow and found all of his books were being used in the teacher-training institutes. The three R's were not taught directly but still learned.
- The progressive schools were being eliminated by Soviet officials.
- Kilpatrick saw that the school system had flaws. He didn't think that children were thinking for themselves and don't act on their own free purposes.

George Counts- published studies that high school students were mostly drawn from upper middle class and the school board members were also from the higher business and professions. He saw a new growth in the Soviet Union. There was a vitality of the younger generation, and a new attitude towards life. All who helped build it seemed to respect qualities of courage and devotion. He also found out that large scale planning did work.

- the Soviet Union was embarking on a carefully conceived social and economic plan. The Five Year plan.
- Education was the key to building the new social order. While the U.S was falling behind. The Soviets were controlling every phase of the economy.
- System of public education- embraced schools as well as magazines, newspapers, cinema, museum, art and theater. The state controlled all of the agencies.
- Thought that revolution would be determined by changes in the educational system, and not by political power.

Dare The Schools Build a New Social Order?

Even though there was a depression, Counts wanted to get rid of individualism, competition and capitalism and build a new tradition. Modern Technology would have a boost. (217)

- the delegates agreed to appoint a committee to study the social and economic problems.
- Later, he said he also wanted to get rid of capitalism, property rights, private profits, and competition, capital, and production and distribution.

Other Progressives Respond

Progressive education leaders liked his ideas of reconstructing society but also wanted to reconstruct the public schools. Wanted to also replace subjects with projects and cooperative activities.

- Book, *The Educational Frontier*- said that individualism had failed and had to be replaced with collectivism and cooperation; grades, honors, and competition should be kicked out.
- The book also urged schools to seek a political education. Students should be involved in activities that would teach them about economic, political, and social conditions.
- People living in nice houses who might be renting out other houses may rent out slums to make their lives better.
- Let students develop their own interests after a class project, studying how water is affected may lead to an interest in chemistry, for example.
- Charles Beard- it was best not to overestimate the capacity of the schools to solve critical problems of democracy. The schools have not major access to wisdom.
- The report wanted teachers to adopt a philosophy.
- Progressive Education Association- also wanted them to adopt a philosophy, but others didn't understand the importance of it. They thought it was negative.
- James Truslow Adams- didn't think it was realistic to expect teachers to know how to organize society. Teachers job was to help students become well informed.
- W.E.B. Dubois- thought it was unrealistic to expect the schools to reform society. The only way to cure societies ills was to make them intelligent.
- Kilpatrick and Rugg joined with Count to reconstruct the social order through the schools.
- Kilpatrick analyzed the social crisis by comparing the capitalist system of the traditional classroom. This type of classroom stressed extrinsic motives and individual success just like the capitalist system. In a progressive classroom, children worked because they wanted to. Also thought America needed a new philosophy of life.
- Kikpatrick- used to think that education should center around children. You needed to share with elders in activities.

Harold Rugg and the Great Technology

The integration of child-centered schools and the requirements of collective society.

The social engineers would plan and design the new society, and the educational engineers would produce the mass understanding that would be needed for the new order to succeed.

- with this new society, children would be able to participate in work, play and the social life of the community. Subject-centered schooling would disappear. Boys would work with elders in fields, shops, stores, and offices, and girls would work in helping their mothers at home.

Kandel's Critique

Didn't like the idea that the school should be built on a new social order. He said the progressive educators "consistently refused to define goals or ends in advance, and relied on the magic of growth, self-expression, and development from within. Said the progressives had started it in the first place, they offered no moral or social purposes to put in their place. Wanted them to know that through education, a person becomes more informed, more intelligent, guided by a scientific attitude, and an ability to motivate sound conduct.

The AHA Report

The American Historical Association- Counts became the research director. Goal was to examine the place of history and other social sciences in the schools but the study lost interest. The public schools should teach new values and understandings to the American people to ease the transition to the new economy. They needed to get rid of individualism and use harmonization to ease the strain. Could we trust the intelligence of the average person or must we guide them to predetermined conclusions.

Debating the *Social Frontier*

Was a new journal brought on around the Depression.

- it was to advocate a new social order.
- Were getting ready to enter an industrial area, and needed to train the minds of the rising generation to make the reconstruction possible.
- Brought about restrictions on academic freedom and the economic efforts.
- The main theme was for a planned, collectivist social order.
- Kilpatrick said that children should work for inherent satisfaction, and not for extrinsic rewards.
- John Dewey- said that teachers could no evade their responsibility to make a choice about their role in social change. (231)
- Jesse Newton- every educational leader should shoulder responsibility for molding the public mind.
- Second, Counts- the public schools generally reflected and transmitted the values of the local community, and they were patriotic and civil minded. Most American believed that the system was functionally sound.
- Third, the radicals found little support outside their own institutions for their beliefs that public schools should build a new social order.

- Fourth, the radical progressives lacked a popular base for their program. Most people still trusted the political system.

The Dissenters Speak Out

Charles H. Judd- challenged the progressive's radical proposals. Said that writers would turn the schools into instruments of propaganda.

William Bagley- announced that the Soviet Union had quit progressive education. This swept away everything that Dewey, Counts, and Kilpatrick had liked. Soviets were back to using recitations, textbooks, discipline, and examinations.

Effects of the Soviet Purges

Collectivism collapsed from the collapse of the soviet unions progressive education.

- Dewey led an investigation to charges of treason against Leon Trotsky. He had looked at soviet education as a laboratory in which experiments could be carried out.
- Counts found that the American liberal tradition was worth fighting for, even though he had been a fan of the Soviets education plan. He claimed theirs was a rigid dictatorship that seized political power. He turned against the communist method but still wanted a new social order. Was later elected president of the American Federation of Teacher's board to eliminate communist influence from the union.
- He said that democracy rests upon the integrity of the person. The use of undemocratic means does not work to make things democratic.
- He also decided that the state should have no control over public schools, including curriculum instruction, or the social doctrine.
- Progressive educators still said that the schools had a specific responsibility to direct social change and the development of children was no longer the main goal of education.

Curriculum

Reflective Thinking

Dewey- saw reflective thinking as the means through which curriculum elements are unified.

-said that different ways of thinking are described by their general features, and some ways of thinking are better than others.

Disciplines doctrine- imposes the mature scholar-specialists mode of thought on the immature learner and ignores modes of thought that are relevant to social problem solving from the vantage point of the student.

Curriculum as Experience

Scheme of curriculum must take account of the adaptation of studies to the needs of existing community life.

Child Centered versus Subject Centered

Dewey- discipline-centered regards the learner as a ductile and docile recipient of established subject matter, the child is the starting point, and center and the end of school activity. "The child and the curriculum are two limits which define a single process."

Dennison- scrapped the idea of a preplanned formal curriculum; all activities were centered around children's needs and interests. His school was short lived.

Curriculum as Guided Learning experience

Eight Year study- curriculum is now seen as the total experience with which the school deals in educating young people. Now school is not limited to the formal course of study, but by the total school environment.

- guided learning should exclude systemized knowledge
- teachers may also encounter undesirable as well as desirable experiences.
- Spears- failed to acknowledge that an individual curriculum meant that each learner would establish their own curriculum. Also do not distinguish between educative and other kinds of experience.
- Tyler- he also thought that testing should be a part in the conception of curriculum.
- Three definitions of curriculum in the Dictionary of Education on page 172
- These definitions reflect the conflicting and changing conceptions of curriculum.
- Guided learning experience conceives of the teaching-learning process as integral to the curriculum.
- 1950-1960- wanted to modernize the curriculum of advanced scholarship of the disciplines.

Curriculum as Guided Living: The Planned Learning Environment in Action

Ruggs- called for continuity between school studies and life but didn't differentiate between school functions and those of social institutions.

Extraclass Activities

Extracurriculum- those school activities outside the curriculum. They do not carry credit for graduation though.

- some crossed the line such as filmmaking, drama, dance, band, chorus, photography.
- Activities may help children to grow together such as camping and outdoor education.
- These activities were helping towards achievement.
- Berk- most involved participants score higher in academic performance and educational aspirations.

- These activities may have just as big a positive impact as formal studies. There was also growth and intellectual functioning.
- Also wanted to implement a community service requirement. In 1983, Ernest Boyer said that every student must complete a community service activity. Some colleges are now doing this as well for an entrance requirement.

The Curriculum-Instruction Dualism

Dualistic view that curriculum and instruction are two separate identities.

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Curriculum and Instruction

- the curriculum produces plans for further action, and instruction puts plans into action.

Seeking Synthesis

Researchers were still having problems coming up with a sound curriculum definition. There were problems determining the cultural environment and distinguishing between the schools content. (179)

Content and Process

Curriculum is merely content or subject matter having an existence independent of the processes through which the knowledge is produced. Knowledge is raw material for fueling, shaping, and controlling inquiry.

Skill and Meaning

Without meaning there can be no transformation of the skill and the material that is read into the working power of intelligence.

Reading is a process of communication of ideas.

Ends-Means Dualism

Dewey- "an end which grows up within an activity as plan for its direction is always both ends and means."

- you cannot separate curriculum from instruction. It may create ruptures and stumbling blocks in curriculum research and development.
- When contemporary curriculum scholars dissect curriculum from construction, they are leading a dualism that causes discontinuity and isolation.
- Educators who separate curriculum from instruction are separating knowledge from the activities known as teaching and learning.

Research on Teaching

Research has revealed that classrooms have focused on activities rather than the effects of teaching. Much of the research has been aimed at basic skills at the primary level.

Theory of Instruction

Bruner- theory of instruction is that a curriculum reflects not only the nature of knowledge itself but also the nature of the knower and the knowledge getting process.

Dewey used the term teaching in a broader sense.

The Collateral Curriculum or Hidden Curriculum

Discrepancy of what is intended and what is experienced.

Collateral Learning- teachers overlook importance. A student who gets in A in literature still may not ever read this literature on their own. Most information is lost after a test, but through collateral learning, it is connected with attitudes, appreciations and values. Eight Year Study- must not be regarded as something outside the curriculum or as merely an incidental and accidental outcome of the curriculum. Extraclass activities should not be something outside of the curriculum.

- has been described in the past as negative outcomes for studies, such as learning to not like math, but there are also intended and positive outcomes.

Codified Knowledge and Becoming Knowledgeable

Curriculum various defined as: cumulative tradition of organized knowledge, measured instructional outcomes, cultural reproduction, selection/organization from the culture, modes of thought, and guided living planned learning environment.

- Dewey called for a new conception, organization, and treatment of curriculum. Curriculum allows for each member to utilize the knowledge to improve the life of the individual and society.

Chapter 6

Curriculum as a Field for Systemic Study

Vaihinger- curriculum- these knowledge systems or thoughts were developed to meet the practical need for making the world more comprehensible and to facilitate the development of new knowledge.

Education and Life

Problem is the isolation of curriculum to life experience.

Dewey exposed the fallacies and shortcomings of Rousseaus theory.

Unique Functions of the School

Educational functions are provided by other agencies than the school and they are libraries, museums, media, and the military. Schools are laboratories for testing ideas.

The school is the top way of achieving and shaping societies future.

Knowledge and the Curriculum

Weinberg called for a renewed effort to develop the relatedness of the knowledge domains so that knowledge will be made relevant to the mission of society in addressing prevalent problems.

Back to basics movement dealt with basic skills being in isolation from one another.

The Knowledge Explosion

Glass and Schwab contended that the curriculum becomes totally obsolete and must be replaced every several years. New knowledge is systematically assimilated as existing knowledge that is revised and reconstructed to accommodate the new knowledge.

Eclosion- there was a bursting forth of new knowledge characterized by fluidity, penetration, and proliferation. It is less prone to being upset by new developments or disputations. Any new knowledge exerted fundamental changes and disputes of areas of knowledge.

- persons were concerned with the uses to which knowledge is put in the face of exploding societal problems.

The Problems Explosion

Now they were coming up with ways to improve Human Welfare.

- becoming aware that society was facing serious limits to growth.
- Schools cannot overlook the wider problems of society.
- Project 2061, designed to break down the traditional subject matter categories and build connections from the K-12 curriculum. It sought curriculum synthesis.

Macrocurriculum and Microcurriculum

- Segmental approaches to curriculum development within each subject matter area had resulted in the fragmentation and isolation of knowledge and learning.
- Developed coherence within given fields of study and developed the relationships between and among different fields of study at various levels of schooling.

The school curriculum must be constantly evaluated and improved as to ensure the fulfillment of its mission for the rising generation.

- Curricular change occurs mainly within each domain by means of accreditation, deletion, and certain modifications of courses and programs.

The secondary school imitates a college in its departmentalized structure. It occasionally reworks a course, or deletes it. It never does a complete makeover.

Collapse of the Disciplinary Doctrine

Was once all organized knowledge for curriculum constructions that could be derived from the disciplines. To identify the disciplines which constitute knowledge is to identify the material; which make up the resources of education.

Eclectic Prescription

The eclectic approach- is the accommodation of different curriculum modes and through the use of a wide range of resources. This was found to be a mix of elements rather than providing the needed curriculum synthesis.

- Paradigm- represents the knowledgeability of a field, in the form of models or exemplars, for revealing concrete problems and for solving these problems. It helps them to put new prescriptions on a test in a field that has been accomplished. It helps the members of a given community to anticipate problems and to avoid the temporal tides of vogue solutions.
- There were also anticipate problems (208)

