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03/22/05

Notes

- the unity of subject matter and methods
 - subject matter
 - is ready-made systematized classification of the facts and principles of the world of nature and man
 - material of study is capable of indefinite uses
 - method
 - is the consideration of ways in which subject matter may be best presented to and impressed upon the mind; or, a consideration of the ways in which the mind may be externally brought to bear upon the matter so as to facilitate its acquisition and possession
 - the fact that the material of a science is organized is evidence that it has already been subjected to intelligence; it has been methodized
 - means the arrangement of subject matter which makes it most effective in its use; never is method something outside of the material
 - it is an effective treatment of material- efficiency meaning such treatment as utilizes the material with a minimum of waste in time and energy
- experience
 - the connection between something tried and something undergone in consequence is a process
 - apart from effort to control the course which the process takes, there is no distinction of subject matter and method- simply an activity which includes both what an individual does and what the environment does
 - in well-formed, smooth-running functions of any sort, there is no consciousness of separation of the method of the person and the subject matter
 - is not a combination of mind and world, subject and object, method and subject matter, but is a single continuous interaction of a great diversity of energies
- evils in education from the isolation of method and subject matter
 - the neglect of concrete situations of experience
 - there can be no discovery of a method without cases to be studied, because the method is derived from observation of what actually happens, with a view to seeing that it happen better next time
 - methods that are authoritatively recommended to teachers have a mechanical uniformity where flexible personal experiences are promoted by providing an environment which calls out directed occupations in work and play, the methods ascertained will vary with individuals- for it is certain that each individual has something characteristic in his way of going at things

- the notion of methods isolated from subject matter is responsible for the false conceptions of discipline and interest
 - when the effective way of managing material is treated as something ready-made apart from material, there are just three possible ways in which to establish a relationship lacking by assumption
 - utilize excitement, shock of pleasure, tickling the palate
 - make the consequences of not attending painful; use the menace of harm to motivate concern with the alien subject matter
 - direct appeal without reason
- the act of learning is made a direct and conscious end in itself
 - under normal conditions, learning is a product and reward occupation with subject matter
 - learning comes from the process of engagement in activity
 - students are not to be seduced unaware, rather occupied with lessons for real reasons or ends, and not just as something to be learned- this is accomplished whenever the pupil perceives the place occupied by the subject matter in the fulfilling of some experience
- method tends to be reduced to a cut and dried routine, to following mechanically prescribed steps
 - there is not one fixed method to follow

-method as general and as individual

- the method of teaching is the method of an art, of action intelligently directed by ends
- study of the operations and results of those in the past who have greatly succeeded is essential
- methods of artists in every branch depend upon thorough acquaintance with materials and tools
- artists study the progress of his or her own attempts to see what succeeds and what fails
- such matters as knowledge of the past, of current technique, of materials, of the ways in which one's own best results are assured, supply the material for general method
- the innovator who achieves anything enduring, whose work is more than a passing sensation, utilizes classic methods more than may appear to himself or to his critics- he devotes them to new uses, and in so far transforms them
- ability to use even in a masterly way an established technique gives no warranty of artistic work, for the latter also depends upon animating idea
- if he has acquired them as intellectual aids in sizing up the needs, resources, and difficulties of the unique experiences in which he engages, they are of constructive value
- how one person's abilities compare in quantity with those of another is none of the teacher's business and is irrelevant to his or her work; what is required is that

every individual shall have opportunities to employ his own powers in activities that have meaning

-traits of individual method

-method of knowing– thinking

-reflective situation: problem, collection and analysis of data, projection and elaboration of suggestions or ideas, experimental application and testing; the resulting conclusion or judgment; the specific elements of an individual's method or way of attack upon a problem are found ultimately in his native tendencies and his acquired habits and interests; the method of one will vary from that of another as his or her original instinctive capacities vary, as his past experiences and his preferences vary

-child-study, psychology, and a knowledge of social environment supplement the personal acquaintance gained by the teacher; but methods remain the personal concern, approach, and attack of an individual

-some attitudes

-self-consciousness, embarrassment, and constraint indicate that a person is not immediately concerned with the subject matter

-confidence or directness denotes the straightforwardness with which one goes at what he has to do and the unconscious faith in the possibilities of the situation; it signifies rising to the needs of the situation

-open-mindedness is an attitude of mind which actively welcomes suggestions and relevant information from all sides

-closed-mindedness is premature intellectual old age

-single-mindedness or completeness of interest, unity of purpose, the absence of suppressed but effectual ulterior aims for which the professed aim is but a mask, mental integrity, and absorption, engrossment, full concern with subject matter for its own sake, nurture it

-responsibility is to consider in advance the probable consequences of any projected step and deliberately to accept them

-subject matter of educator and learner

-nature of subject matter consists of the facts observed, recalled, read, and talked about, and the ideas suggested, in course of a development of a situation having a purpose

-informal education is social intercourse; necessity of a social environment to give meaning to the habits formed

-when engaged in the direct act of teaching, the teacher's attention should be on the attitude and response of the pupil or the teacher should be occupied not with the subject matter in itself but in its interaction with the pupils' present needs and capacities

-to the one who is learning, subject matter is fluid, partial, and connected through his personal occupations, so the teacher should know both subject matter and the characteristic needs and capacities of the student

-development of subject matter in the learner

-knowledge exists as the content of intelligent ability- power to do; this known material, is expressed in familiarity or acquaintance with things

- material is surcharged and deepened through communicated knowledge or information
- material is enlarged and worked over into rationally or logically organized material
- science or rationalized knowledge
 - science is a method of inquiry and testing
 - without initiation into the scientific spirit one is not in possession of the best tools which humanity has so far devised for effectively directed reflection
 - experience makes us aware that there is a difference between intellectual certainty of subject matter and our certainty
 - the undisciplined mind is averse to suspense and intellectual hesitation
- subject matter as social
 - all information and systematized scientific subject matter have been worked out under the conditions of social life and have been transmitted by social means
 - democratic society is peculiarly dependent for its maintenance upon the use in forming a course of study of criteria which are broadly human- democracy cannot flourish where the chief influences in selecting subject matter of instruction are utilitarian ends narrowly conceived for the masses, and, for the higher education of the few, the traditions of a specialized cultivated class.