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Preparation, Unfolding, and Formal Discipline
Education as Conservative and Progressive

-education as preparation

- the educative process is a continuous process of growth
 - must progressively realize present possibilities, and thus make individuals better fitted to cope with later requirements
 - continuous leading into the future
 - every energy should be bent to making the present experience as rich and significant as possible
 - nothing wrong with attaching meaning to both the present and the future (future should not be the main focus of the student)
- contrast, education is a process of preparation or getting ready (refers to responsibilities and privileges of adult life)
 - the future prepared for is a long way off
 - why be a hurry for a future that is a long way off?
 - the present offers so many wonderful opportunities and adventures
 - it fails most just where it thinks it is succeeding (in getting a preparation for the future)
- contrast, preparation makes necessary recourse on a large scale to the use of adventitious motives of pleasure and pain
 - promises of reward and threats of pain are employed

-education as unfolding (potential)

- the development is conceived not as continuous growing, but as the unfolding of latent powers toward a definite goal
- conformity, not transformation, is the essence of education
- significance of growth is merely transitory
- is not an end in itself, but simply a means of making explicit what is already implicit

-education as training of faculties (formal discipline)

- exercising and practicing of the faculties until they become habit
- the creation of specific powers of accomplishment
 - greater ease, efficiency, economy, promptness
- refers to the outcome of trained power and method of training through repeated exercise
- forms of power or faculties
 - perceiving, retaining, recalling, associating, attending, willing, feeling, imagining, thinking,
 - shaped by exercise upon material presented
- ready powers
 - attention, observation, retention, comparison, abstraction, compounding,
- the distinction between special and general education has nothing to do with the transferability of function or power

- there are a number of original native tendencies, instinctive modes of action,
based on the original connections of neurons in the central nervous system
- the training of our original impulsive activities is not a refinement and perfecting
achieved by exercise as one might strengthen a muscle by practice
- the more specialized the adjustment of response and stimulus to each other, the
more rigid and the less generally available is the training secured
- there is no such thing as an ability to see or hear or remember in general,
only the ability to see or hear or remember something
- such powers as observation, recollection, judgment, and aesthetic taste
represent organized results of the occupation of native active tendencies
with certain subject matters

-education as formation

- the formation of mind by setting up certain associations or connections of content
by means of a subject matter presented from without
- implications
 - mind is formed by the use of objects which evoke reactions and produce
arrangements among the reactions called out
 - reinforce groupings
 - uniform instruction

-education as recapitulation and retrospection

- cultural recapitulation means that instincts are hereditary (the original
endowment of an individual)
- present is produced by the past
- the present generates the problems which lead us to search the past for
suggestion, and which supplies meaning to what we find when we search

-education as reconstruction

- the ideal of growth results in the conception that education is a constant
reconstructing and reorganizing of experience
- an activity which brings education or instruction with it makes one aware of
some of the connections which had been imperceptible
- one may learn by doing something which he does not understand
- routine action which is automatic, may increase skill to do a particular thing