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Chapter 9 Dewey

Natural Development, Social Efficiency, and Culture

-aims are points of view for surveying the specific problems of education

(when partially stated, aims come into conflict with each other)

-nature as aim

-natural development

-natural development as an aim fixes attention upon the bodily organs and the need of health and vigor

-natural development translates into the aim of respect for physical mobility; the aim of following nature means regard for the actual part played by use of bodily organs in explorations, in handling of materials, in plays and games

-natural development translates into the aim of regard for individual differences among children

-natural development means to note the origin, the waxing, and waning, of preferences and interests

-natural tendencies show themselves most readily in a child's spontaneous sayings and doings when not aware of observation

-we must see to it that tendencies are operative and taken care of (see page 117, top paragraph for more depth)

-educative development

-native structure of bodily organs and their functions

-uses to which activities are put under the influence of others

-direct interaction with the environment

-institutions make humans unnatural

-not to set education apart from the environment, but to provide an environment in which native powers will be put to better use

-partial statement

(natural development takes the primitive powers in an alleged spontaneous development as the end-all)

-no conflict

(natural activities mean native activities which develop only through the uses in which they are nurtured)

-social efficiency as aim

-social efficiency means neither more nor less than capacity to share in a give and take of experiences, socialization of mind

-social efficiency indicates the importance of industrial competency

-civic efficiency denotes the ability to judge men and measures wisely and to take a determining part in making as well as obeying laws

-partial statement

(social efficiency is defined in the terms of rendering external service to others is of necessity)

-no conflict

(aim of enriching the meaning of experience)

-culture as aim

-culture is the capacity for constantly expanding the range and accuracy of one's perception of meaning

-how can there be a society really worth serving unless it is constituted of individuals of significant personal qualities

-partial statement

(culture which is taken to consist in an internal refinement of a mind)

-no conflict

(should mean cultivation of power to join freely and fully in shared or common activities)

Chapter 10 Dewey

Interest and Discipline

-interest and discipline are aspects of activity having an aim

-to develop and train the mind is to provide an environment which induces such activity

-interest or "moving force" means that one has identified with the objects which define the activity and which furnish the means and obstacles to its realization

-discipline or "power at command" is the development of power of continuous attention to interest

-such words as aim, intent, and end emphasize the results which are wanted and striven for

-such words as interest, affection, concern, and motivation emphasize the bearing of what is foreseen upon the individual's fortunes

-objective foresight is intellectual

-personal concern is volitional or emotional

-an executive man ponders his ends, who makes his ideas of the results of his actions as clear and as full as possible

-obstinacy is persistence but is not strength of volition, rather no clearly thought out purpose

-attitudes and methods of approach and response vary with the specific appeal the same material makes

-in historic practice, education was designed to discipline in general, and if it failed, it was because the individual was unwilling to be disciplined

-the problem of instruction is thus that of finding material which will engage a person in specific activities having an aim or purpose of moment or interest, and dealing with things as conditions for the attainment of ends

Discussion Information

We are all born with unique natural abilities, personal strengths that show their true colors spontaneously at a young age. It would not be an affective contribution to society to educate a student in an environment where he/she can't develop their own natural abilities. Its not worth cutting a nation's strengths in order to bring everyone to an equal intelligence. Parents often make the mistake of trying to redirect their child to an end in which serves their purpose, possibly cutting the chances of that child becoming famous for what he/she does best.

Interest symbolizes the attitude of a student. A teacher is put in a position that will either cause a student to lose or gain interest of subject material based on how a

teacher presents it. If a student is interested in the material being taught, he/she will discipline themselves so that a desirable goal is met. Punishment is not an affective way to discipline a student, because he/she will view themselves as an attempted failure, never making connections between the content material and the benefits it offers later down the line.