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Behavior

Theories of Morals

1. [...t physical one. There is one continuous **Behavior**, proceeding from a more uncerta...](#)

Education as a Social Function

1. [... others is as much a social mode of **Behavior** as is the most overt cooperative or...](#)
2. [... produces in him a certain system of **Behavior**, a certain disposition of action...](#)
3. [... and emotional dispositions of **Behavior**. The distinction is not, however, a sharp...](#)
4. [... and emotional disposition of **Behavior** in individuals by engaging them in activities...](#)

Preparation, Unfolding, and Formal Discipline

1. [...cting it transferable to other modes of **Behavior**. According to the orthodox theo...](#)

The Nature of Method

1. [...ake the case of a physician. No mode of **Behavior** more imperiously demands knowle...](#)

Intellectual and Practical Studies

1. [... endeavors. In other cases, the **Behavior** of surrounding things and persons carries...](#)
2. [... not isolated qualities, but the **Behavior** which may be expected from a thing, and...](#)

The Individual and the World

1. [...t because these are the mental phase of **Behavior**, the needed play of individuali...](#)

Vocational Aspects of Education

1. [...; of theoretical culture with practical **Behavior** having definite results; of mak...](#)

Education as Direction

1. ... into account the consequences of their **Behavior** upon himself, then there is a c...
2. ...ferent means that the actual stimuli to **Behavior** are different. Conscious instru...
3. ...f natural objects enter into associated **Behavior**. Only a small number of natural...
4. ...divert him from his troublesome line of **Behavior**. His sensitiveness to approbati...
5. ...ond to the disturbance as a meaning. My **Behavior** has a mental quality. When thin...
6. ...harm by getting in the way. Compare the **Behavior** of a beginner in riding a bicyc...
7. ...reproducing them in their own scheme of **Behavior**. According to our theory, what ...

Interest and Discipline

1. ...and there is no intelligence in present **Behavior**. Let there be imaginative forec...

Experience and Thinking

1. ...htful action are routine and capricious **Behavior**. The former accepts what has be...

Labor and Leisure

1. ...ity, even though the physical aspect of **Behavior** remain the same. In what is ter...

Philosophy of Education

1. ...ich perceives and tests the meanings of **Behavior**. These conceptions are consiste...

Theories of Knowledge

1. ... unescapable factor in all our **Behavior**, but it is not experiment save as consequences...
2. ... not debased by application in **Behavior**. Socially, the distinction corresponds...

Caring

The Nature of Subject Matter

1. ...d can are allied words. Attention means **Caring** for a thing, in the sense of both...

Play and Work in the Curriculum

1. ...duced in a vital way in connection with **Caring** for the growth of seeds. Instead ...

Engagement

The Nature of Method

1. ...e his activities, and in the process of **Engagement** he learns: the same is true o...
2. ...uce skill in action, independent of any **Engagement** of thought - exercises have n...

Vocational Aspects of Education

1. ..., to say nothing of mechanical labor or **Engagement** in gainful pursuits.

Interest and Discipline

1. ...that mind and intelligent or purposeful **Engagement** in a course of action into wh...

Educational Values

1. ...ium of appreciation in every field. The **Engagement** of the imagination is the onl...

Environment

Physical and Social Studies

1. ...g a better understanding of their daily **Environment**, it is certainly ill-advised...

Education as Direction

1. 1. The **Environment** as Directive
2. ...nditions effective in the out-of-school **Environment**, they necessarily substitute...
3. ... into practice requires that the school **Environment** be equipped with agencies fo...
4. ...s the change he effects in the physical **Environment** which is a sign to us of how...
5. ...have already seen, a specially selected **Environment**, the selection being made on...
6. ...o wresting a livelihood from a grudging **Environment** and securing a precarious pr...
7. ...ater detail what is meant by the social **Environment**. We are given to separating ...
8. ...y external direction is impossible. The **Environment** can at most only supply stim...

Education as Growth

1. ...of habits. Habits give control over the **Environment**, power to utilize it for hum...
2. ...a resting on past achievements. Only an **Environment** which secures the full use o...
3. ...y happened to be physically in a social **Environment**; as if social forces exclusi...
4. ... adult uses his powers to transform his **Environment**, thereby occasioning new sti...
5. ... an adjustment of an individual and his **Environment**. The definition expresses an...
6. ... never interested in changing the whole **Environment**; there is much that we take ...
7. ...mmaturity, static adjustment to a fixed **Environment**, and rigidity of habit, are ...
8. ...e possesses to coping with the physical **Environment**.
9. ...to ends. It is an active control of the **Environment** through control of the organ...

Interest and Discipline

1. ...ing with the needs and resources of the **Environment**. Our economic conditions sti...
2. ... only in connection with changes of the **Environment**. They are literally bound up...
3. ...develop and train mind is to provide an **Environment** which induces such activity...

Experience and Thinking

1. ...ersonal action with the energies of the **Environment**. It says, virtually, "things...

Philosophy of Education

1. ... mind in an activity which controls the **Environment**. Thus we have completed the ...

Theories of Knowledge

1. ... which purposely modifies the **Environment**. It holds that knowledge in its strict sense...
2. ... the stimuli received from the **Environment** and responses directed upon it. Note that...
3. ... structures where the adjustment of **Environment** and organism is obvious, and where...
4. ... connection with the immediate **Environment**. Such knowing is depreciated, if not despised,...

Theories of Morals

1. ... But as a rule, the absence of a social **Environment** in connection with which lea...
2. ...ing forth of overt energy to modify the **Environment**.
3. ...pirations can be used to reorganize the **Environment**. Under such conditions, men ...

Education as a Necessity of Life

1. ...ife means continual readaptation of the **Environment** to the needs of living organ...
2. ...e energy it expends in thus turning the **Environment** to account is more than comp...

Education as a Social Function

1. 2. The Social **Environment**
2. 1. The Nature and Meaning of **Environment**
3. 4. The School as a Special **Environment**
4. ... influence them; by creating a certain **Environment** in other words. Food, bits and...
5. ... is the business of the school **Environment** to eliminate, so far as possible, the unworthy...
6. In brief, the **Environment** consists of those conditions that promote or hinder, stimulate...
7. ... through the intermediary of the **Environment**. The **Environment** consists of the sum...
8. ... "unconscious influence of the **Environment**" is so subtle and pervasive that it affects...
9. ... in a jail, provide educative **Environments** for those who enter into their collective...
10. ... associated with others has a social **Environment**. What he does and what he can do...
11. ... By means of the action of the **Environment** in calling out certain responses. The required...
12. ... like a homogeneous and balanced **Environment** for the young. Only in this way can the...
13. ... school is to provide a simplified **Environment**. It selects the features which are...
14. ... it is the office of the school **Environment** to balance the various elements in the...
15. ... habit of action by changing the **Environment** to affect the stimuli to action will...
16. ... immature get is by controlling the **Environment** in which they act, and hence think...
17. ... influences of the various social **Environments** into which he enters. One code prevails...
18. ... result thus far is that social **Environment** forms the mental and emotional disposition...
19. ... necessary to provide a special social **Environment** which shall especially look after...

Preparation, Unfolding, and Formal Discipline

1. ...tinuous leading into the future. If the **Environment**, in school and out, supplies...
2. ...spond in certain ways to changes in the **Environment** so as to bring about other c...
3. ...ve is to withdraw all influences of the **Environment** lest they interfere with pro...
4. ...ent organic tendencies with the present **Environment**, just as much as the notion ...

Education as Conservative and Progressive

1. ...e of heredity is opposed to that of the **Environment**, and the efficacy of the lat...
2. ...radic, and unadapted to their immediate **Environment**. The other point is that it ...
3. ...h occur as they are occupied with their **Environment**. The theory represents the S...
4. ...m to a recapitulation of it. The social **Environment** of the young is constituted ...
5. ...teraction of native activities with the **Environment** which progressively modifies...
6. ...dens the meaning-horizon. And since the **Environment** changes and our way of actin...

The Democratic Conception in Education

1. ...ty of education by means of the natural **Environment**. And since the natural world...
2. ...ging range of contact with the physical **Environment**. But the principle applies e...

Aims in Education

1. ...nstruction. It must suggest the kind of **Environment** needed to liberate and to or...

Natural Development and Social Efficiency as Aims

1. ...taneous development," but to provide an **Environment** which shall organize them....
2. ...sion is not to education apart from the **Environment**, but to provide an environme...
3. ...;(c) their direct interaction with the **Environment**. This statement certainly co...
4. ...e to it that the desirable ones have an **Environment** which keeps them active, and...

Thinking in Education

1. ...makes more precise our contact with the **Environment**. Activity, even self-activit...

The Nature of Method

1. ... make a division between a self and the **Environment** or world. This separation is...
2. ...th what an individual does and what the **Environment** does. A piano player who had...
3. ... psychology, and a knowledge of social **Environment** supplement the personal acqu...
4. ...periences are promoted by providing an **Environment** which calls out directed occ...

The Nature of Subject Matter

1. ...terprise of education is to furnish the **Environment** which stimulates responses a...

Play and Work in the Curriculum

1. ...means of outlet from a narrow and crude **Environment**. Wherever such conditions ob...
2. ...the business of the school to set up an **Environment** in which play and work shall...
3. ...t social organization. Carried on in an **Environment** educationally controlled, th...

The Significance of Geography and History

1. ...exploration. The variety of peoples and **Environments**, their contrast with famili...
2. ... in purely literary history the natural **Environment** is but stage scenery....
3. ... the business of educators to supply an **Environment** so that this reaching out of...

Science in the Course of Study

1. ...y bringing about certain changes in the **Environment**. But in its case, the qualit...

Intellectual and Practical Studies

1. ... one bears in mind the social **Environment** of the Greeks and the people of the Middle...
2. ... activity is on the side of the **Environment**; the human being undergoes or suffers...
3. ... natural surroundings of the home **Environment** so as to give reality to ideas about...

History

Preparation, Unfolding, and Formal Discipline

1. ...ly imposed a scheme of dictation as the **History** of instruction has ever seen....
2. ...nurtured in fraud. In his philosophy of **History** and society culminated the effor...

Education as Conservative and Progressive

1. ... wisdom to utilize the products of past **History** so far as they are of help for t...
2. ...al function. A biologist has said: "The **History** of development in different anim...
3. ...cially the literary products - of man's **History**. Isolated from their connection ...
4. ...past evolution of animal life and human **History**. The former recapitulation occur...

The Democratic Conception in Education

1. ...ich man becomes man. Mankind begins its **History** submerged in nature - not as Man...
2. ...al contacts. Every expansive era in the **History** of mankind has coincided with th...

Natural Development and Social Efficiency as Aims

1. In conclusion, we note that the early **History** of the idea of following nature co...

Thinking in Education

1. ...g, reciting); acquiring information (in **History** and geography), and training of ...
2. ... are not found in the arithmetic or the **History** or geography itself, but in skil...

The Nature of Subject Matter

1. ...ation to reading, writing, mathematics, **History**, nature study, drawing, singing,...
2. ...rts of the heavens and bygone events of **History**; the cheapening of devices, like...

Play and Work in the Curriculum

1. ...st. It is pertinent to note that in the **History** of the race the sciences grew gr...
2. ...tions (which could be duplicated in the **History** of any science) are not argument...
3. ...arming and horticulture have had in the **History** of the race and which they occup...

The Significance of Geography and History

1. 2. The Complementary Nature of **History** and Geography
2. 3. **History** and Present Social Life
3. ...e a response, we do not have a study of **History**, for we have no study of social ...
4. Geography and **History** are the two great school resources for bringing about the ...
5. Perhaps the most neglected branch of **History** in general education is intellectua...
6. Economic **History** is more human, more democratic, and hence more liberalizing tha...
7. Industrial **History** also offers a more direct avenue of approach to the realizati...
8. ...lated, it signifies that geography and **History** supply subject matter which give...
9. ...graphy emphasizes the physical side and **History** the social, these are only empha...
10. ...nnctions of an ordinary act; to "learn **History**" is essentially to gain in power...
11. ...segregation which kills the vitality of **History** is divorce from present modes an...
12. **History** and geography - including in the latter, for reasons about to be mention...
13. Pursued in this fashion, **History** would most naturally become of ethical value in...

Science in the Course of Study

1. ...which opposes science to literature and **History** in the curriculum. The quarrel b...
2. ...ff? The outcome is written large in the **History** of education. Pupils begin their...

Intellectual and Practical Studies

1. [... more spiritual worth, has a long **History**. The **History** so far as conscious statement...](#)
2. [... thing, he knows others - as the **History** of Athens showed that the common craftsmen...](#)

Physical and Social Studies

1. [...he social sciences - the studies termed **History**, economics, politics, sociology ...](#)
2. [...d the various human disciplines such as **History**, literature, economics, and poli...](#)
3. [...e in a similar untrammled fashion. The **History** of science in the sixteenth cent...](#)
4. [...r advanced. The same is largely true of **History**. Moreover, the methods used for ...](#)
5. [...he passage quoted, takes a good deal of **History** for granted in saying that we ha...](#)

The Individual and the World

1. [...s absolute. Nature is incarnate reason. **History** is reason in its progressive unf...](#)
2. [...ure of accomplished fact. Although past **History** has demonstrated that the possib...](#)
3. [...et up in distinction from tradition and **History** and all concrete subject matter...](#)

Interest and Discipline

1. [... of arrangement complete within itself. **History** is one such group of facts; alge...](#)

Educational Values

1. [...most studies, but best by languages and **History**; taste is trained by the more ad...](#)
2. [...of study must then have some civics and **History** politically and patriotically vi...](#)
3. [...ks was a Bible, a textbook of morals, a **History**, and a national inspiration. In ...](#)

Labor and Leisure

1. [...s which has shown itself in educational **History** is that between education in pre...](#)
2. [...of training in science, literature, and **History**, we fail to prepare the minds of...](#)

Philosophy of Education

1. [...sics, chemistry, biology, anthropology, **History**, etc. that we must go, not to ph...](#)
2. [...A social group with a fairly continuous **History** will respond mentally to a crisi...](#)
3. [...e of educational questions. The earlier **History** of philosophy, developed by the ...](#)

Theories of Morals

1. [...er world. Such periods have recurred in **History**. In the early centuries of the C...](#)
2. [...ement of meaning found in geography and **History**, and then to scientifically orga...](#)

Industrial

Education as a Necessity of Life

1. [... of the institution. Even today, in our **Industrial** life, apart from certain valu...](#)

The Democratic Conception in Education

1. [...s: not only political subdivisions, but **Industrial**, scientific, religious, assoc...](#)
2. [...r and furnished the means for military, **Industrial**, and political defense and ex...](#)

Natural Development and Social Efficiency as Aims

1. ... efficiency indicates the importance of **Industrial** competency. Persons cannot li...
2. ...It is, of course, arbitrary to separate **Industrial** competency from capacity in g...
3. ...fit individuals in advance for definite **Industrial** callings, selected not on the...

Play and Work in the Curriculum

1. ...supplies an opportunity for reproducing **Industrial** situations of mature life und...
2. ...ass of mankind has usually found in its **Industrial** occupations nothing but evils...
3. ... work shares in the defects of existing **Industrial** society - defects next to fat...
4. ...onsideration of the place and office of **Industrial** occupations in social life. E...

The Significance of Geography and History

1. ...of savagery. Primitive history suggests **Industrial** history. For one of the chief...
2. ...ble to others. One of the advantages of **Industrial** history as a history of man's...
3. **Industrial** history also offers a more direct avenue of approach to the realizati...
4. ...opical regions, the special inventions, **Industrial** and political, of peoples in ...

Science in the Course of Study

1. ...roduction and distribution known as the **Industrial** revolution is the fruit of ex...
2. ...nd to the movements of a democratic and **Industrial** society, they have no difficu...

Intellectual and Practical Studies

1. ... the advance of psychology, of **Industrial** methods, and of the experimental method...

Physical and Social Studies

1. ...nt at the expense of another class. The **Industrial** revolution followed, as he fo...
2. ...the older humanism omitted economic and **Industrial** conditions from its purview. ...
3. ...ider educational outlook would conceive **Industrial** activities as agencies for ma...
4. ... development of science has produced an **Industrial** revolution which has brought ...
5. ...es to-day is intimately associated with **Industrial** processes and results. These ...

Vocational Aspects of Education

1. ...and exhortation, apart from a change in **Industrial** and political conditions. Suc...
2. ...ols. As a result, the subject matter of **Industrial** occupation presents not only ...
3. ...th compound interest. As a consequence, **Industrial** occupations have infinitely g...
4. ...uch less by merely reproducing existing **Industrial** conditions in the school. The...
5. ...eas into a form adapted to the existing **Industrial** regime. This movement would c...
6. ...h takes its point of departure from the **Industrial** regime that now exists, is li...
7. It would give those who engage in **Industrial** callings desire and ability to shar...
8. ... those vocations which are specifically **Industrial** have gained tremendously in i...

Interest and Discipline

1. ...Many of our existing social activities, **Industrial** and political, fall in these ...

Educational Values

1. ...e is no sharp demarcation of useful, or **Industrial**, arts and fine arts. The acti...

Labor and Leisure

1. [...liberal education from professional and **Industrial** education goes back to the ti...](#)
2. [...hing in common, directly at least, with **Industrial** affairs, and that the educati...](#)

Philosophy of Education

1. [...ccompanying the advance of science, the **Industrial** revolution, and the developme...](#)
2. [... of seriousness. A community devoted to **Industrial** pursuits, active in business ...](#)

Inspiration

Physical and Social Studies

1. [...on nature and society, for material and **Inspiration**. We cannot do better than qu...](#)

Educational Values

1. [...ok of morals, a history, and a national **Inspiration**. In any case, it may be said...](#)

Education as Conservative and Progressive

1. [..., instead of being a compound of casual **Inspiration** and subservience to traditio...](#)

The Nature of Method

1. [...far from being a matter of extemporized **Inspirations**. Study of the operations an...](#)

Knowing

Education as Conservative and Progressive

1. [... obviously the central thing, but since **Knowing** consists in the way in which thi...](#)

Thinking in Education

1. [... a learner, and the learner is, without **Knowing** it, a teacher - and upon the who...](#)

The Nature of Method

1. [...subject matter. That is, we assume that **Knowing**, feeling, willing, etc., are thi...](#)
2. [...o make clear what is involved in really **Knowing** and believing a thing. Intellect...](#)
3. [... most general features of the method of **Knowing** have been given in our chapter o...](#)

The Nature of Subject Matter

1. [...others, but for him it is a stimulus to **Knowing**. His acquisition of knowledge de...](#)
2. [...curriculum, corresponding as they do to **Knowing** how to go about the accomplishe...](#)
3. [...duct of the enterprise of discovery, to **Knowing** as a specialized undertaking. Re...](#)
4. [...ct that science marks the perfecting of **Knowing** in highly specialized conditions...](#)

Play and Work in the Curriculum

1. [...turies and became the authorized way of **Knowing** when men's interests were center...](#)
2. [...ound that the primary subject matter of **Knowing** is that contained in learning ho...](#)
3. [...with the traits of the initial stage of **Knowing**, which consists, as we saw in th...](#)

Science in the Course of Study

1. ...ationally, science is the perfecting of **Knowing**, its last stage.
2. ...y intelligence. Science, or the highest **Knowing**, was then identified with pure t...
3. ...tility in dealing with these problems. "**Knowing**" the definitions, rules, formula...

Intellectual and Practical Studies

1. ... never self-sufficing. Rational **Knowing** on the other hand, was complete and comprehensive...
2. ... traditional separation of doing and **Knowing** and at the traditional prestige of...
3. ... relationship and alleged separation of **Knowing** and doing.
4. ... looked upon just as a way of **Knowing**. The only question was how good a way it...
5. ... attach themselves to doing while **Knowing** is as permanent as its object. To know,...
6. ... modern notion of it as a mode of **Knowing** by means of sensations. The neglect...

Theories of Morals

1. ...tue—which holds that no man does evil **Knowingly** but only because of ignorance ...

Physical and Social Studies

1. ...uman but divine - participation in pure **Knowing** which constitutes the divine lif...

The Individual and the World

1. ...ed a division between work and leisure, **Knowing** and doing, man and nature. These...
2. ...icient, created such a gulf between the **Knowing** mind and the world that it becam...
3. ...on of inductive experimental methods of **Knowing** for deductive. In some sense, me...

Education as Direction

1. ...are, since they were formed without our **Knowing** what we were about. Consequently...

Experience and Thinking

1. ...nels of activity, breaks forth, without **Knowing** why or how, into meaningless boi...

Labor and Leisure

1. ...lf-sufficing life of leisure devoted to **Knowing** for its own sake, and a useful, ...
2. ...s accidental, rather than intrinsic. In **Knowing**, in the life of theory, reason f...

Philosophy of Education

1. ...virtue clearly dwelt in action. Was not **Knowing**, the activity of reason, the nob...
2. ... individual and the social; theory - or **Knowing**, and practice - or doing. The ph...

Theories of Knowledge

1. [A number of theories of **Knowing** have been criticized in the previous pages. In...](#)
2. [... most persons, means a form of **Knowing** which has no especial connection with any...](#)
3. [... separations culminate in one between **Knowing** and doing, theory and practice,...](#)
4. [... organs, there is no material for **Knowing** and no intellectual growth. Without...](#)
5. [... isolated from them, as an organ of **Knowing** from organs of motor response, it...](#)
6. [... space. In time the theory of **Knowing** must be derived from the practice which...](#)
7. [... often called, objective, and **Knowing** as something purely internal, subjective,...](#)
8. [... to make the intelligence and **Knowing** of members of the separated classes one-sided....](#)
9. [... The effect upon the theory of **Knowing** is to displace the notion that it is the...](#)
10. [... conceptions involved in the theory of **Knowing**. In the first place, there is the...](#)
11. [... conceptions of the method of **Knowing**. Some of them are named scholasticism, sensationalism,...](#)

Language

Physical and Social Studies

1. [...aking, saving, and expending money; and **Languages** and literature put in their cl...](#)
2. [...sy. Thus the educational descent of the **Languages** as they are found in education...](#)
3. [...rated and a sharp division made between **Language** and literature and the physical...](#)
4. [...ith linguistic training and to make the **Language** of the learned a literary langu...](#)

Vocational Aspects of Education

1. [...djustment. And while ordinary usages of **Language** may not justify terming a flexi...](#)

Education as Direction

1. [...ations with things. Not that the use of **Language** as an educational resource shou...](#)
2. [... growth in the desired direction. Since **Language** represents the physical conditi...](#)
3. [... **Language** is, as we have already seen \(ante, p. 15\) a case of this joint referenc...](#)

Education as Growth

1. [... his use of tobacco, liquor, or profane **Language** as typical of the meaning of ha...](#)

Educational Values

1. [...is trained by most studies, but best by **Languages** and history; taste is trained ...](#)
2. [...her thing to hear or read about it. All **Language**, all symbols, are implements of...](#)

Philosophy of Education

1. [...pecialized class which uses a technical **Language**, unlike the vocabulary in which...](#)

Education as a Necessity of Life

1. [...be, is born immature, helpless, without **Language**, beliefs, ideas, or social stan...](#)

Education as a Social Function

1. The importance of **Language** in gaining knowledge is doubtless the chief cause of...
2. Since **Language** tends to become the chief instrument of learning about many things,...
3. ... marked. First, the habits of **Language**. Fundamental modes of speech, the bulk of...
4. ... accordingly, that the use of **Language** to convey and acquire ideas is an extension...

Preparation, Unfolding, and Formal Discipline

1. ... is the training secured. In equivalent **Language**, less intellectual or educative...
2. ...foldedness is, in technical philosophic **Language**, transcendental. That is, it is...
3. ... the significance of "objective mind" - **Language**, government, art, religion - in...

Education as Conservative and Progressive

1. ...onment is well expressed in the case of **Language**. If a being had no vocal organs...

The Democratic Conception in Education

1. ...at diversity of populations, of varying **Languages**, religions, moral codes, and t...

Aims in Education

1. ... childhood. So if it were not for adult **Language**, we should not be able to see t...

Natural Development and Social Efficiency as Aims

1. ... illustration, the process of acquiring **Language** is a practically perfect model ...
2. ...s as complete living, better methods of **Language** study, substitution of things f...

Thinking in Education

1. ...raphy, or learning physics or a foreign **Language**, will reveal that they depend f...

The Nature of Subject Matter

1. ... physics, chemistry, modern and foreign **Languages**, and so on? Let us recur to tw...

The Significance of Geography and History

1. ...truggles, triumphs, and defeats in such **Language**, pictorial, plastic, or written...

Science in the Course of Study

1. ...cation cannot be understood. He talks a **Language** which no one else knows. While ...
2. ...explicable historically. Literature and **Language** and a literary philosophy were ...
3. ...ement applies, of course, to all use of **Language**. But in the vernacular, the min...

Theories of Morals

1. ...intercourse with others to have learned **Language**. But realization of the meaning...
2. ...ulfilling of a function—or, in homely **Language**—doing one's job. And the man ...

Love

Education as Growth

1. ...agerly varying action of childhood, the **Love** of new stimuli and new developments...
2. ...ings - to our clothing, our shoes, and g**Love**s; to the atmosphere as long as it i...

Labor and Leisure

1. ...s. In themselves greedy, insubordinate, **Lovers** of excess, aiming only at their o...

Philosophy of Education

1. ...is expressed in the word 'philosophy' - **Love** of wisdom. Whenever philosophy has ...

Preparation, Unfolding, and Formal Discipline

1. ...echnique. The result was that Froebel's **Love** of abstract symbolism often got the...

The Democratic Conception in Education

1. ...d a way out. A few men, philosophers or **Lovers** of wisdom - or truth - may by stu...

The Nature of Method

1. ... terms. There is the thing seen, heard, **Loved**, hated, imagined, and there is the...

The Nature of Subject Matter

1. ...ignorance is the beginning of effective **Love** of wisdom, and a Descartes to say t...

Management

The Democratic Conception in Education

1. ...erest in. Much is said about scientific **Management** of work. It is a narrow view ...

Play and Work in the Curriculum

1. ...es into play, going to school is a joy, **Management** is less of a burden, and lear...

Intellectual and Practical Studies

1. ... far as ability of control, of **Management**, was concerned, it amounted to rule-of-thumb...

Educational Values

1. ...e marked by executive competency in the **Management** of resources and obstacles en...

Labor and Leisure

1. ...c life of his community, sharing in the **Management** of its affairs and winning pe...

Philosophy of Education

1. ... in virtue, the political arts, and the **Management** of city and household, philos...

Mathematics

Physical and Social Studies

1. ...ry studies (under the name of music) to **Mathematics** and to physics as well as to...

The Individual and the World

1. ...in technical regions - in subjects like **Mathematics** and physics and astronomy, a...

Vocational Aspects of Education

1. ...machinery resulting from discoveries in **Mathematics**, physics, chemistry, bacteri...

Interest and Discipline

1. ...onstituting a branch of learning called **Mathematics**, but because they represent ...

Experience and Thinking

1. ...rom recognition of meaning - is set up. **Mathematics**, even in its higher branches...

Educational Values

1. ...mposition next; for abstract reasoning, **Mathematics** stands almost alone; for con...
2. ...fficient reason for their being taught. **Mathematics** is said to have, for example...
3. ...ashioned curriculum of the classics and **Mathematics** in higher education....

Labor and Leisure

1. ...today represent and depend upon applied **Mathematics**, physics, and chemistry. The...

Philosophy of Education

1. ...n to philosophy. For obviously it is to **Mathematics**, physics, chemistry, biology...

Theories of Knowledge

1. ... taught, illustrates the former; **Mathematics**, beyond the rudiments of figuring, the...

Preparation, Unfolding, and Formal Discipline

1. ... technical philosophy, or philology, or **Mathematics** or engineering or financieri...
2. ...distinctions, for which, Locke thought, **Mathematics** affords unrivaled opportunit...

Thinking in Education

1. ... sharp distinction is made between pure **Mathematics** as a peculiarly fit subject ...

The Nature of Subject Matter

1. ...ion in application to reading, writing, **Mathematics**, history, nature study, draw...

Play and Work in the Curriculum

1. **Mathematics** is now a highly abstract science; geometry, however, means literally...

Science in the Course of Study

1. ...mal; so from the form of a statement in **Mathematics** or physics the specialist in...

Intellectual and Practical Studies

1. ... fundamental conceptions of morals and **Mathematics**. (See ante, p. 61.) But some of...
2. ... general ideas (like those of **Mathematics**) than were at the command of ancient science....

Morality

The Significance of Geography and History

1. ...life is necessary for a character whose **Morality** is more than colorless innocenc...

Theories of Morals

1. ... as self-sufficient—as the essence of **Morality**. The external world in which ac...
2. The purely internal **Morality** of "meaning well," of having a good disposition reg...
3. Since **Morality** is concerned with conduct, any dualisms which are set up between ...

Motivation

The Democratic Conception in Education

1. ...and engage in their work because of the **Motivation** furnished by such perceptions...

The Nature of Method

1. ...I coercive pressure, has this tendency. **Motivation** through rewards extraneous to...

Vocational Aspects of Education

1. ...his concern. He unconsciously, from the **Motivation** of his occupation, reaches ou...

Interest and Discipline

1. ... words as interest, affection, concern, **Motivation**, emphasize the bearing of wha...

Nature

Physical and Social Studies

1. [2. The Modern Scientific Interest in Nature](#)
2. [...field is divided between studies having Nature and studies having man as their t...](#)
3. [...mechanical physical world. Man's home is Nature; his purposes and aims are depend...](#)
4. [...fore, a more adequate subject matter in Nature at its best than in the transient...](#)
5. [...ere literature rather than contemporary Nature and society furnishes material of...](#)
6. [...im not at keeping science as a study of Nature apart from literature as a record...](#)
7. [...directed to the conquest and control of Nature but to the conquest and control o...](#)
8. [...cterizing man\) and matter, constituting Nature; or else it was openly mechanical...](#)
9. [...aily experiences, or with miscellaneous Nature study, where material is presente...](#)
10. [...n its qualitative variety, and regarded Nature's processes as having ends, or in...](#)
11. [...w, instead of looking out directly upon Nature and society, for material and ins...](#)
12. [...appears to have thought that science of Nature was not attainable and not very i...](#)
13. [...storage of the intimate connection of Nature and humanity, for it viewed knowl...](#)
14. [...rest was used as a basis of interest in Nature, and a knowledge of Nature used t...](#)
15. [... new interest in his relationships with Nature. It was naturalistic, in the sens...](#)
16. [...ich sharpened the opposition of man and Nature. Francis Bacon presents an almost...](#)
17. [The philosophic dualism between man and Nature is reflected in the division of s...](#)
18. [...science was increasing man's power over Nature, enabling him to place his cheris...](#)
19. [...es anew the question of how it was that Nature and man were later separated and ...](#)
20. [... we have studied literature rather than Nature because the Greeks, and the Roman...](#)

The Individual and the World

1. [...triving to be free from connection with Nature and one another. They were strivi...](#)
2. [...and leisure, knowing and doing, man and Nature. These influences have resulted i...](#)
3. [...nthesis of the two. Reason is absolute. Nature is incarnate reason. History is r...](#)
4. [...ples as are embodied in the sciences of Nature and man. But it is not unreasonab...](#)
5. [...thods into ascertaining the facts about Nature. An interest in discovery took th...](#)
6. [...in our intercourse with one another and Nature is what, at the given time, is ca...](#)
7. [...iations among men. Its formal and empty Nature, due to conceiving reason as some...](#)
8. [...ity of the individual with the world of Nature and fellow men. They regarded the...](#)
9. [...ses, independent of any relationship to Nature and society, an inner world more ...](#)

Vocational Aspects of Education

1. [...part from or within activity which puts Nature to human use, and whether individ...](#)

Education as Direction

1. [...Its that square with the other facts of Nature. Thus these appliances of art sup...](#)
2. [...ion. Consequently, we shall discuss the Nature and role of imitation in the form...](#)
3. [...ethod. The basic control resides in the Nature of the situations in which the yo...](#)
4. [...fact means to distort and pervert human Nature. To take into account the contrib...](#)
5. [...s of human art and the raw materials of Nature constitute by all odds the deepes...](#)
6. [...mon ends. Since, by conception, his own Nature is quite alien to this process an...](#)

Education as Growth

1. ...he society of that period, the latter's **Nature** will largely turn upon the direct...
2. ...is due to an original plasticity of our **Natures**: to our ability to vary response...
3. ... this anarchy a respect for the child's **Nature**? I answer, - Respect the child, r...
4. ...riticized, namely, the merely privative **Nature** of immaturity, static adjustment ...
5. ...o walk is to have certain properties of **Nature** at our disposal - and so with all...

Interest and Discipline

1. ...he realm of rational discussion. By its **Nature**, the allegation could not be chec...

Experience and Thinking

1. 1. The **Nature** of Experience
2. The **Nature** of experience can be understood only by noting that it includes an ac...
3. ... But the flagrant partisanship of human **Nature** is evidence of the intensity of t...
4. The invasion of the unknown is of the **Nature** of an adventure; we cannot be sur...

Educational Values

1. 1. The **Nature** of Realization or Appreciation
2. ...has been treated in our analysis of the **Nature** of interest, and there is no diff...
3. ...ssion that they accept this view of the **Nature** of adult life, and set for themse...
4. 1. The **Nature** of standards of valuation. Every adult has acquired, in the course...
5. ...ues involves not only an account of the **Nature** of appreciation as fixing the mea...
6. ...nging out three further principles: the **Nature** of effective or real (as distinct...

Labor and Leisure

1. ...taking almost all the time and not of a **Nature** to engage or reward intelligence....
2. ...men were regarded as unfree by the very **Nature** of their bodies and minds, there ...
3. ...of the tasks committed to them. Thus by **Nature**, and not merely by social convent...
4. ... control of the lower elements of human **Nature** - the appetites and the active, m...

Philosophy of Education

1. 2. The **Nature** of Philosophy
2. ...of experience, which aims to locate the **Nature** of the perplexity and to frame hy...
3. ... to some group; the relation of man and **Nature**, of tradition and reflection, of ...
4. ... and body, theory and practice, man and **Nature**, the individual and social, etc. ...
5. ...e been an explicit consideration of the **Nature** of a philosophy of education. Thi...
6. ...ality are out of the question. The very **Nature** of experience as an ongoing, chan...
7. ...ons, intellectual and emotional, toward **Nature** and fellow men, philosophy may ev...
8. ...ical and intellectual activity, man and **Nature**, individuality and association, c...
9. ...r reorganizing of experience, of such a **Nature** as to increase its recognized mea...
10. ...philosophy so much as they are to human **Nature**, and even to the world in which h...
11. ...r; body and soul; humanity and physical **Nature**; the individual and the social; t...
12. ... that word is understood to-day. It had **Nature** for its subject, and speculated a...

Theories of Knowledge

1. ... is out of the question by the **Nature** of the case; it means applicability to...

Theories of Morals

1. ...view as a cynical depreciation of human **Nature** leads to the view that men who ac...
2. ... "principle" with "interest." It is the **Nature** of a habit to involve ease in the...

Education as a Necessity of Life

1. It is the very **Nature** of life to strive to continue in being. Since this continu...

Education as a Social Function

1. 1. The **Nature** and Meaning of Environment
2. ... our own social affairs, but the **Nature** of the interaction cannot be understood...

Preparation, Unfolding, and Formal Discipline

1. ...hings as they are united and divided in **Nature** itself. But the important thing f...

Education as Conservative and Progressive

1. ...ation from without, whether by physical **Nature** or by the cultural products of th...
2. ...the proper material in order to fix the **Nature** of the original reactions, and, s...

The Democratic Conception in Education

1. ...ary to come to closer quarters with the **Nature** of present social life.
2. ...Mankind begins its history submerged in **Nature** - not as Man who is a creature of...
3. ...any conventional status, but by his own **Nature** as discovered in the process of e...
4. Education in accord with **Nature** was thought to be the first step in insuring thi...
5. ... was evidenced in its falling back upon **Nature**. The institutional idealistic phi...
6. ...Society is conceived as one by its very **Nature**. The qualities which accompany th...
7. ... obvious. Merely to leave everything to **Nature** was, after all, but to negate the...
8. ...s in a very different circle of ideas. "**Nature**" still means something antithetic...
9. ..., is the gradual approximation of human **Nature** to its end possible. Rulers are s...
10. ...ntellectual formulation in a worship of **Nature**. To give "**Nature**" full swing was ...
11. ...doing that for which he has aptitude by **Nature** in such a way as to be useful to ...

Aims in Education

1. 1. The **Nature** of an Aim
2. Our first question is to define the **Nature** of an aim so far as it falls within a...
3. ...areful and extensive observation of the **Nature** and performances of the things he...

Natural Development and Social Efficiency as Aims

1. 1. **Nature** as Supplying the Aim
2. ... general aims: Development according to **Nature**, social efficiency, and culture o...
3. ... of the total depravity of innate human **Nature**, and has had a powerful influence...
4. ... early history of the idea of following **Nature** combined two factors which had no...
5. ...to the fact that he identified God with **Nature**; to him the original powers are w...
6. ...es as these are worse than the state of **Nature**.
7. A conception which made **Nature** supply the end of a true education and society th...
8. ... life is injurious." When he says that "**Nature**'s intention is to strengthen the ...
9. ... says, "we receive from three sources - **Nature**, men, and things. The spontaneous...
10. ...ize many of our educational practices. "**Nature**" is indeed a vague and metaphoric...
11. Lastly, the aim of following **Nature** means to note the origin, the waxing, and wa...
12. ... find about them are prone to resort to **Nature** as a standard. **Nature** is supposed...
13. ...ocess of development in accordance with **Nature**, taking Rousseau's statement, whi...

Thinking in Education

1. That the situation should be of such a **Nature** as to arouse thinking means of cou...
2. ...e experience a personal thing of such a **Nature** as inherently to stimulate and di...
3. ...ng to learn; and the doing is of such a **Nature** as to demand thinking, or the int...

The Nature of Method

1. ...on than the capacities of average human **Nature** permit, the difficulty is that we...
2. ...ferred to, and discuss explicitly their **Nature**. We shall begin with the topic of...
3. ... but the production of automatic skill. **Nature** abhors a mental vacuum. What do t...

The Nature of Subject Matter

1. So far as the **Nature** of subject matter in principle is concerned, there is nothi...
2. ...nd functions, in the concrete, of human **Nature** is great just because the teacher...
3. ...place and use in inquiry. It states the **Nature** of water in a way which connects ...
4. ...ciously influenced men's notions of the **Nature** of knowledge itself. The statemen...

Play and Work in the Curriculum

1. ... centered in the question of control of **Nature** for human uses. The active occupa...
2. ...uperation of energy. No demand of human **Nature** is more urgent or less to be esca...

The Significance of Geography and History

1. 2. The Complementary **Nature** of History and Geography
2. ... obstacle to gaining insight into their **Nature**. Recourse to the primitive may fu...
3. ... in space and time with respect to both **Nature** and man. Unless they are taught f...
4. To include **Nature** study within geography doubtless seems forced; verbally, it is...
5. It is the **Nature** of an experience to have implications which go far beyond what ...
6. ...effective liberties, through command of **Nature**, of the common man for whom power...
7. ...struggles, successes, and failures with **Nature** than does political history - to ...
8. ...high activities become charged, concern **Nature** and man. This is an obvious truis...
9. ...kes place on the earth. This setting of **Nature** does not bear to social activitie...
10. ...ter, for reasons about to be mentioned, **Nature** study - are the information studi...

Science in the Course of Study

1. [...the statement of subject matter is of a **Nature** to exhibit to one who understands...](#)
2. [... intellectual command of the secrets of **Nature**. The wonderful transformation of ...](#)
3. [...th increased culture and new mastery of **Nature**, new desires, demands for new qua...](#)
4. [...life does not occur in a vacuum, nor is **Nature** a mere stage setting for the enac...](#)
5. [...nce is thus to change men's idea of the **Nature** and inherent possibilities of exp...](#)
6. [...ficient extent to give some idea of the **Nature** of this responsibility and the wa...](#)

Intellectual and Practical Studies

1. [... external sort and even servile in **Nature**, one is not surprised that educators...](#)
2. [... brought into ken many new facts of **Nature** and had stimulated curiosity and speculation...](#)
3. [... basing truth upon objects, upon **Nature**, led to looking at the mind as purely...](#)
4. [... as Bacon put it, "anticipated **Nature**" and imposed merely human opinions upon...](#)
5. [... inherently unstable and inadequate **Nature** of experience. The statement of Plato...](#)
6. [... issue, because it is the very **Nature** of experience to instigate all kinds of...](#)
7. [... in which fruitful ideas about **Nature** are obtained and tested. In other words,...](#)

Peace

The Democratic Conception in Education

1. [...nders in war; its internal guardians in **Peace**. But their limit is fixed by their...](#)

The Nature of Subject Matter

1. [...ions of eating, hunting, making war and **Peace**, constructing rugs, pottery, and b...](#)

Intellectual and Practical Studies

1. [... various handicrafts - the arts of **Peace** and war. The cobbler, the flute player,...](#)

Vocational Aspects of Education

1. [...ally or economically, whether in war or **Peace**, is as much a calling as anything ...](#)

Physical

Physical and Social Studies

1. [...nterest. Naturally, this application of **Physical** science \(which was the most con...](#)
2. [... human concerns and a purely mechanical **Physical** world. Man's home is nature; hi...](#)
3. [...s of information and technical forms of **Physical** manipulation, on one side; and ...](#)
4. [...cal a possession as the accumulation of **Physical** details. Men may keep busy in a...](#)
5. [...w doubt and suspicion upon the value of **Physical** science, giving occasion for tr...](#)
6. [...t or law in its human as well as in its **Physical** and technical context is to enl...](#)
7. [... of technical information regarding the **Physical** world, and to reserve the older...](#)
8. [...es of a knowledge of nature were purely **Physical** and secular; they connected wit...](#)
9. [...tury shows that the dawning sciences of **Physical** nature largely borrowed their p...](#)
10. [... and mind, and thereby to establish the **Physical** and the humanistic studies as t...](#)
11. [...between language and literature and the **Physical** sciences. Four reasons may be s...](#)

The Individual and the World

1. ...nd, theoretical knowledge and practice, **Physical** mechanism and ideal purpose. Up...
2. ...l direction, or, sometimes, with merely **Physical** unconstraint of movement. But t...
3. ...ected, the scope of more or less random **Physical** experimentation is reduced. Act...
4. ...ransgress these boundaries. Between the **Physical** and the moral sciences, lie int...
5. ...rated from opportunity for free play of **Physical** movements. Enforced **Physical** qu...

Education as Direction

1. ...others, we need to discriminate between **Physical** results and moral results. A pe...
2. ...with agencies for doing, with tools and **Physical** materials, to an extent rarely ...
3. ...e without point or meaning. It might be **Physically** controlled, but it would not ...
4. ...m has now been dealt with: namely, that **Physical** things do not influence mind (o...
5. ...irection. Since language represents the **Physical** conditions that have been subje...
6. ...hich is guaranteed by the fact that the **Physical** equipment in which it is incarn...
7. ...mind naked, as it were, in contact with **Physical** objects, and which believes tha...
8. ... This control is not the same thing as **Physical** compulsion; it consists in cent...
9. ...given to separating from each other the **Physical** and social environments in whic...
10. ...e difference between an adjustment to a **Physical** stimulus and a mental act is th...
11. ...und of coarser and more tangible use of **Physical** means to accomplish results. A ...

Education as Growth

1. ...mals to adapt themselves fairly well to **Physical** conditions from an early period...
2. ...around impotence. With reference to the **Physical** world, the child is helpless. H...

Interest and Discipline

1. ...rely external; merely mental nor merely **Physical**. Like every mode of action, it ...
2. ...rt, your formed habits take care of the **Physical** movements and leave your though...
3. ... measured by whether it supplies a mere **Physical** excitation to act in the way de...
4. ...se where mind is not concerned with the **Physical** manipulation of the instruments...

Experience and Thinking

1. ...me means a burn. Being burned is a mere **Physical** change, like the burning of a s...
2. ... from its material. A premium is put on **Physical** quietude; on silence, on rigid ...
3. ...ps are taken which actually change some **Physical** conditions. And apart from such...
4. ...nd or consciousness is severed from the **Physical** organs of activity. The former ...
5. ...erent from the normal play of children. **Physically** active children become restle...
6. ...these connections are not those of mere **Physical** juxtaposition; they involve con...

Educational Values

1. ...g which lies beyond the scope of direct **Physical** response is the sole way of esc...

Labor and Leisure

1. ...echanical tools involved in turning out **Physical** commodities and rendering perso...
2. ...ossible only in the degree in which the **Physical** necessities are had without eff...
3. ...s a final end. Like plants, animals and **Physical** tools, they are means, applan...
4. ...ed and servile quality, even though the **Physical** aspect of behavior remain the s...

Philosophy of Education

1. ...olation of mind from activity involving **Physical** conditions, bodily organs, mate...
2. ...and matter; body and soul; humanity and **Physical** nature; the individual and the ...

Theories of Knowledge

1. ... The view of thought as a purely **Physical** activity having its own forms, which...
2. ... certain technical and merely **Physical** matters. It will doubtless take a long time...

Education as a Necessity of Life

1. ...gists say. Such things cannot be passed **Physically** from one to another, like bri...
2. ...eives little attention as compared with **Physical** output.
3. ...the rudimentary abilities necessary for **Physical** existence. The young of human b...
4. ...at these immature members be not merely **Physically** preserved in adequate numbers...
5. ...gh renewal applies. With the renewal of **Physical** existence goes, in the case of ...
6. ...king of life in its lowest terms—as a **Physical** thing. But we use the word "Lif...
7. ...ns do not become a society by living in **Physical** proximity, any more than a man ...
8. ...living alone (alone mentally as well as **Physically**) would have little or no occa...
9. ...onsent of those used. Such uses express **Physical** superiority, or superiority of ...

Education as a Social Function

1. ... gets assimilated to a purely **Physical** process. But learning from language will...
2. ... not only go out with each other **Physically**, but both are concerned in the going...
3. ... is evidently not one of mere **Physical** forming. Things can be **Physically** transported...
4. ... imaginatively, they operate as pure **Physical** stimuli, not as having a meaning...
5. ... played in our activities by remote **Physical** energies, and by invisible structures...

Preparation, Unfolding, and Formal Discipline

1. ... talk about training a power, mental or **Physical**, in general, apart from the sub...

Education as Conservative and Progressive

1. ... the formation from without, whether by **Physical** nature or by the cultural produ...

The Democratic Conception in Education

1. ... an enlarging range of contact with the **Physical** environment. But the principle ...

Aims in Education

1. ...r which has impressions made upon it by **Physical** things; it is a name for the pu...

Natural Development and Social Efficiency as Aims

1. ... translates into the aim of respect for **Physical** mobility. In Rousseau's words: ...
2. ...he sense of normal is confused with the **Physical**. The constructive use of intell...

Thinking in Education

1. ...manual and constructive activities in a **Physical** way, as means of getting just b...
2. ...apted to develop reflective habits. The **Physical** equipment and arrangements of t...
3. ...hought (since it has nothing to do with **Physical** existences) and applied mathema...

The Nature of Method

1. ... of thoroughness which is almost purely **Physical**: the kind that signifies mechan...

Play and Work in the Curriculum

1. ...ent is complete in itself, it is purely **Physical**; it has no meaning. (See p. 77)....
2. ...purposes of education are not, however, **Physical** affairs. Intellectually the exi...
3. ...ing should come from action on and with **Physical** things, like dropping acid on a...
4. ...play are not just doing something (pure **Physical** movement); they are trying to d...
5. ...own that when children have a chance at **Physical** activities which bring their na...
6. ...es, since intellect finds its profit in **Physical** things from matters of size, fo...

The Significance of Geography and History

1. ...l organization on one side, and reflect **Physical** conditions on the other. The sp...
2. ...outlook. While geography emphasizes the **Physical** side and history the social, th...
3. ...ifference between an activity as merely **Physical** and the wealth of meanings whic...
4. ...mering, and walking in the literal - or **Physical** - sense. But nevertheless the c...

Science in the Course of Study

1. ...itation. Names give abstract meanings a **Physical** locus and body. Formulation is ...
2. ..., not leave it just an extension of our **Physical** arms and legs.
3. ... in quality, and that science is purely **Physical** in import, is a false notion wh...
4. ...of course constitute scientific method. **Physical** materials may be manipulated wi...
5. ...ffect in human activity has broken down **Physical** barriers which formerly separat...

Intellectual and Practical Studies

1. ... reduce instruction to a kind of **Physical** gymnastic of the sense-organs (good like...
2. ... character; it has to do with **Physical** things in relation to the body. In contrast,...
3. ... about education. The contempt for **Physical** as compared with mathematical and logical...
4. ... p. 29), not response to direct **Physical** stimuli. And meaning exists only with...
5. ... plane, the plane of specific **Physical** symbols. Just as the race developed especial...

Theories of Knowledge

1. ... knowing. Purely empirical and **Physical** things are often supposed to be known by...

Theories of Morals

1. ...lowed abruptly by a radically different **Physical** one. There is one continuous be...
2. ...ner and outer, or the spiritual and the **Physical**. This division is a culmination...
3. ...s personal factor—and deeds as purely **Physical** and outer; and which set action...

Theories of Knowledge

1. ... has actually produced certain **Physical** changes in things, which agree with and...
2. ... meaning instead of merely reacting **Physically**.

Politics

Physical and Social Studies

1. [... the studies termed history, economics, **Politics**, sociology - shows that social ...](#)
2. [... as history, literature, economics, and **Politics**. Pedagogically, the problem is ...](#)
3. [... was firmly entrenched in institutions. **Politics**, law, and diplomacy remained of...](#)

Vocational Aspects of Education

1. [...on; and study of economics, civics, and **Politics**, to bring the future worker int...](#)

Interest and Discipline

1. [...t. Thus we say that a man's interest is **Politics**, or journalism, or philanthropy...](#)

Educational Values

1. [...side and limit one another. Students of **Politics** are familiar with a check and b...](#)
2. [...siness, science is science, art is art, **Politics** is **Politics**, social intercourse...](#)

Labor and Leisure

1. [...vior remain the same. In what is termed **Politics**, democratic social organization...](#)

Education as a Social Function

1. [... because of the forest. Business, **Politics**, art, science, religion, would make...](#)

The Democratic Conception in Education

1. [...eighty has never been as accentuated in **Politics** as it is at the present time. E...](#)

Intellectual and Practical Studies

1. [... household affairs, education, and **Politics**, because they had learned to do the...](#)

Psychology

Preparation, Unfolding, and Formal Discipline

1. [...completely - in idea, not in fact - the **Psychology** that regarded "mind" as a rea...](#)
2. [...mmon-place of educational theory and of **Psychology**. Practically, it seemed to pr...](#)

Natural Development and Social Efficiency as Aims

1. [...ment of modern biology, physiology, and **Psychology**. It means, in effect, that gr...](#)

The Nature of Method

1. [...ses to greater efficiency. Child-study, **Psychology**, and a knowledge of social en...](#)

Play and Work in the Curriculum

1. [... partly of increased interest in child-**Psychology**, and partly of the direct exp...](#)

Intellectual and Practical Studies

1. Meantime, the advance of **Psychology**, of industrial methods, and of the experimental...
2. ... experience justified by modern **Psychology** nor the idea of knowledge suggested by...
3. ... growth. (c) A thoroughly false **Psychology** of mental development underlay sensationalistic...

Theories of Knowledge

1. ... advance of physiology and the **Psychology** associated with it have shown the connection...

Vocational Aspects of Education

1. ...he advances which have been made in the **Psychology** of learning in general and of...

Education as Direction

1. 3. Imitation and Social **Psychology**
2. ...ng has been unduly dominated by a false **Psychology**. It is frequently stated that...
3. We have already noted the defects of a **Psychology** of learning which places the i...
4. ...er hand for an exaggeration, in current **Psychology** and philosophy, of the intell...

Labor and Leisure

1. ...e situation as an affair of theoretical **Psychology** and as most adequately stated...

Reflection

Physical and Social Studies

1. ...d that the educational division finds a **Reflection** in the dualistic philosophies...

The Individual and the World

1. ...ng. Only by a pupil's own observations, **Reflections**, framing and testing of sugg...

Education as Growth

1. ...s. Modes of thought, of observation and **Reflection**, enter as forms of skill and ...

Interest and Discipline

1. ...which cannot be carried through without **Reflection** and use of judgment to select...
2. ...ject of study - that is, of inquiry and **Reflection** - when it figures as a factor...

Experience and Thinking

1. 2. **Reflection** in Experience
2. Thought or **Reflection**, as we have already seen virtually if not explicitly, is t...
3. ...eted, is wholly assured. Where there is **Reflection** there is suspense. The object...
4. ...existence is to take it unreflectively. **Reflection** also implies concern with the...
5. ...n that test and reveal the worth of his **Reflections**. What he already knows funct...
6. ...quences which flow from present action. **Reflection** is the acceptance of such res...

Philosophy of Education

1. ...ion of man and nature, of tradition and **Reflection**, of knowledge and action. Can...

Education as a Social Function

1. [... for granted without inquiry or **Reflection** are just the things which determine our...](#)

Thinking in Education

1. [...refere identical with the essentials of **Reflection**. They are first that the pupi...](#)
2. [...t the subject matter of school lessons. **Reflection** on this striking contrast wil...](#)
3. [...chological means the subject matter for **Reflection** is provided. Memory, observat...](#)
4. [... the type of the situation which causes **Reflection** out of school in ordinary lif...](#)

The Nature of Method

1. [...sm in appropriating and digesting. Such **Reflection** upon experience gives rise to...](#)

The Nature of Subject Matter

1. [...s slowly worked out in order to conduct **Reflection** under conditions whereby its ...](#)

Science in the Course of Study

1. [... the outcome of methods of observation, **Reflection**, and testing which are delibe...](#)

Theories of Morals

1. [...engage their interest and require their **Reflection**. For only in such cases is it...](#)
2. [... to throw the class given to articulate **Reflection** back into their own thoughts ...](#)

Science

Theories of Morals

1. [...lling it an intuition or an ideal of con**Science**. Results, conduct, are what coun...](#)
2. [... is thought to be a thing apart, and con**Science** is thought of as something radic...](#)

Theories of Knowledge

1. [... the logic of the experimental **Sciences** supply the specific intellectual instrumentalities...](#)

Physical and Social Studies

1. ...dy been made to the conflict of natural **Science** with literary studies for a plac...
2. ...he advance. He did not see that the new **Science** was for a long time to be worked...
3. ...einforced by the experimental method of **Science** which shows that knowledge accru...
4. ...e consider the close connection between **Science** and industrial development on th...
5. ...ependence. It should aim not at keeping **Science** as a study of nature apart from ...
6. ...genuine parts of it. The development of **Science** has produced an industrial revol...
7. ...Its. These in turn are so many cases of **Science** in action. The stationary and tr...
8. ...sophy which professed itself based upon **Science**, which gave itself out as the ac...
9. ...on to advance to specialized ability in **Science**, and thus devote themselves to i...
10. ...it is a derogation from the "purity" of **Science** to study it in its active incarn...
11. ...n technical phrase as teleological. New **Science** was expounded so as to deny the ...
12. ...tes indeed appears to have thought that **Science** of nature was not attainable and...
13. At the outset, the rise of modern **Science** prophesied a restoration of the intima...
14. ...lar untrammelled fashion. The history of **Science** in the sixteenth century shows t...
15. (c) The natural **Sciences** were themselves conceived in a way which sharpened the ...
16. ...es not represent the genuine purport of **Science**. It takes the technique for the ...
17. ...anguage and literature and the physical **Sciences**. Four reasons may be suggested....

The Individual and the World

1. ...s and principles as are embodied in the **Sciences** of nature and man. But it is no...
2. ...n their own resources. The reformers of **Science** like Galileo, Descartes, and the...
3. ...ies. Between the physical and the moral **Sciences**, lie intermediate **Sciences** of l...

Vocational Aspects of Education

1. ...the pursuit of knowledge has become, in **Science**, more experimental, less depende...
2. ... The economic revolution has stimulated **Science** by setting problems for solution...
3. ...ndustrial life is now so dependent upon **Science** and so intimately affects all fo...
4. ...ound of present conditions; training in **Science** to give intelligence and initiat...

Interest and Discipline

1. ...an inner landscape. Even the pursuit of **Science** may become an asylum of refuge f...

Experience and Thinking

1. ...nction between knowledge and ignorance, **Science** made only slow and accidental ad...
2. ...t is most important for the practice of **Science** that men in many cases can calcu...
3. ... upon the technique of calculation, and **Science**, when laboratory exercises are g...

Educational Values

1. ... Greek and Latin poetry; observation by **Science** work in the laboratory, though s...
2. ...s. Politics, business, recreation, art, **Science**, the learned professions, polite...
3. ...oses and methods. Business is business, **Science** is **Science**, art is art, politics...
4. ...me recently devoted to the undertaking. **Science** for example may have any kind of...

Labor and Leisure

1. ...between the two opposed ideals. Natural **Science** is recommended on the ground of ...
2. ...ead of democracy, with the extension of **Science** and of general education (in boo...
3. ...y symbols at the expense of training in **Science**, literature, and history, we fai...

Philosophy of Education

1. ...social life accompanying the advance of **Science**, the industrial revolution, and ...
2. ...edge. Knowledge, grounded knowledge, is **Science**; it represents objects which hav...
3. ...s. In a less rigid sense, they apply to **Science** rather than to philosophy. For o...
4. ...ness of philosophy to provide. Positive **Science** always implies practically the e...
5. ...bviously differentiates philosophy from **Science**. Particular facts and laws of sc...
6. ...al context, including the growth of the **Sciences**.
7. ..., is mainly a chapter in the history of **Science** rather than of philosophy as tha...

Education as a Social Function

1. ... forest. Business, politics, art, **Science**, religion, would make all at once a...

The Democratic Conception in Education

1. ...cation which flowed from the command of **Science** over natural energy. But after g...
2. ... of human intercourse. On the one hand, **Science**, commerce, and art transcend nat...
3. ...It is a narrow view which restricts the **Science** which secures efficiency of oper...
4. ...strengthened by the advances of natural **Science**. Inquiry freed from prejudice an...

The Nature of Method

1. ... false. The fact that the material of a **Science** is organized is evidence that it...
2. ...eory, at least, one might deduce from a **Science** of the mind as something existin...

The Nature of Subject Matter

1. 3. **Science** or Rationalized Knowledge
2. **Science** is a name for knowledge in its most characteristic form. It represents i...
3. **Science** has been defined in terms of method of inquiry and testing. At first sig...
4. **Science** represents the safeguard of the race against these natural propensities ...

Play and Work in the Curriculum

1. ...ction of occupations with the method of **Science** is at least as close as with its...
2. ...same word, techne, was used for art and **Science**. Plato gave his account of knowl...
3. ...ote that in the history of the race the **Sciences** grew gradually out from useful ...
4. Mathematics is now a highly abstract **Science**; geometry, however, means literally...

The Significance of Geography and History

1. ...cessive inventions by which theoretical **Science** has been applied to the control ...
2. ...The utmost that the most learned men of **Science** know in physics, chemistry, phys...

Science in the Course of Study

1. 2. **Science** and Social Progress
2. By **Science** is meant, as already stated, that knowledge which is the outcome of m...
3. **Science**, in short, signifies a realization of the logical implications of any kn...
4. That **Science** is the chief means of perfecting control of means of action is withn...
5. ..., those who do become successful men of **Science** are those who by their own power...
6. ..., the remoteness, the "abstractness," of **Science**, it also accounts for its wide a...
7. ..., ainst great odds, to secure a place for **Science** in education, and the result gen...
8. ..., perience. In general, the reply is that **Science** marks the emancipation of mind f...
9. To sum up: **Science** represents the office of intelligence, in projection and cont...
10. ..., equal of Greek culture in all respects. **Science** is still too recent to have been...
11. ..., an educational tradition which opposes **Science** to literature and history in the...
12. The problem of an educational use of **Science** is then to create an intelligence p...
13. ..., lems dealt with may be only problems of **Science**: problems, that is, which would ...
14. **Science** represents the fruition of the cognitive factors in experience. Instead ...
15. **Science** carries on this working over of prior subject matter on a large scale. I...
16. The advance of **Science** has already modified men's thoughts of the purposes and g...
17. ..., rt in instruction with the rudiments of **Science** somewhat simplified. The necessa...

Intellectual and Practical Studies

1. ..., of the experimental method in **Science** makes another conception of experience...
2. ..., body. In contrast, reason, or **Science**, lays hold of the immaterial, the ideal,...
3. ..., with mathematical and logical **Science**, for the senses and sense observation;...
4. ..., intercourse are instinct with applied **Science**, the case stands otherwise. It...
5. ..., constitutes experience. The methods of **Science** by which the revolution in our...
6. ..., practice. Just because of the lack of **Science** or reason in "experience" it is...

Social Science

Play and Work in the Curriculum

1. ..., cial life. Even for older students, the **Social Sciences** would be less abstract a...

Physical and Social Studies

1. ..., social uses. Every step forward in the **Social Sciences** - the studies termed his...
2. ..., es of authoritative literature, for the **Social Sciences** did not develop until th...

Sociology

Physical and Social Studies

1. ..., es termed history, economics, politics, **Sociology** - shows that social questions ...

Theory

Intellectual and Practical Studies

1. ... desirable and possible. This **Theory** reinstates the idea of the ancients that...
2. ... dependent upon the truth of the **Theory**. Introduced into the schools they would...
3. ... and leisure are opposed, so are **Theory** and practice, intelligence and execution,...
4. ... education reform effected by the new **Theory** was confined mainly to doing away...
5. ... to that, we have to note the **Theory** of experience and knowledge developed in...
6. ... (a) The historical value of the **Theory** was critical; it was a dissolvent of...

Physical and Social Studies

1. ...encroach upon the domain of spirit. Any **Theory** of education which contemplates a...
2. ...dicates the consequences for educational **Theory** and practice. "Greece on one hand...

The Individual and the World

1. ...ns. Accordingly the consequences of the **Theory** were only such as were consequent...
2. ... philosophy known as epistemology - the **Theory** of knowledge. The identification ...
3. ... consequently isolated individuals - in **Theory** - from one another. It would have...
4. ...world. This is the problem to which the **Theory** of isolated and independent consc...
5. ...ery process of inquiry, the "authority" **Theory** sets apart a sacred domain of tru...

Vocational Aspects of Education

1. ...ing of tangible services to society. In **Theory**, men and women are now expected t...
2. ...tional education will be interpreted in **Theory** and practice as trade education: ...
3. ...ions in education of labor and leisure, **Theory** and practice, body and mind, ment...

Education as Direction

1. ...lly violated in practice as conceded in **Theory**. Is not this deplorable situation...
2. ...em by placing them in contrast with the **Theory** which uses a psychology of suppos...
3. According to this **Theory**, social control of individuals rests upon the instincti...

Interest and Discipline

1. ...t of the "practical" man and the man of **Theory** or culture, the divorce of fine a...
2. ...e significance of this doctrine for the **Theory** of education is twofold. On the o...
3. ...as "soft" pedagogy; as a "soup-kitchen" **Theory** of education.
4. ... that, in contrast with the traditional **Theory**, anything which intelligence stud...

Experience and Thinking

1. ...e is no difference of opinion as to the **Theory** of the matter. All authorities ag...
2. ...en the suggested solution - the idea or **Theory** - has to be tested by acting upon...

Educational Values

1. In the outline given of the **Theory** of educative subject matter, the demand for t...
2. ...s are familiar with a check and balance **Theory** of the powers of government. Ther...
3. ...n of interests. The point at issue in a **Theory** of educational value is then the ...
4. ... and amassing of a load of information. **Theory**, and - to some extent - practice,...
5. The **Theory** of educational values involves not only an account of the nature of a...

Labor and Leisure

1. [...he relation of intelligence and desire, **Theory** and practice. It was embodied in ...](#)
2. [...n intrinsic. In knowing, in the life of **Theory**, reason finds its own full manife...](#)

Philosophy of Education

1. [...ilosophy was defined as the generalized **Theory** of education. Philosophy was stat...](#)
2. [...ropean philosophical thought arose as a **Theory** of educational procedure remains ...](#)
3. [...of the relation of reason to action, of **Theory** to practice, since virtue clearly...](#)
4. [...fect the relationship of mind and body, **Theory** and practice, man and nature, the...](#)
5. [...mulate can never be far from view. If a **Theory** makes no difference in educationa...](#)
6. [... nature; the individual and the social; **Theory** - or knowing, and practice - or d...](#)

Theories of Knowledge

1. [... plan for. The effect upon the **Theory** of knowing is to displace the notion that...](#)

Theories of Morals

1. [...activity must reflect themselves in the **Theory** of morals. Since the formulations...](#)
2. [...tions, and sometimes, as in the Kantian **Theory**, it is said to supply the only pr...](#)

Theories of Knowledge

1. [... respect which contrasts with the **Theory** which has been positively advanced....](#)
2. [... one between knowing and doing, **Theory** and practice, between mind as the end...](#)
3. [... continuity or consistency of life. The **Theory** of the method of knowing which...](#)
4. [... things in space. In time the **Theory** of knowing must be derived from the practice...](#)
5. [... about a transformation in the **Theory** of knowledge. The experimental method has...](#)
6. [... continuity, it must develop a **Theory** of knowledge which sees in knowledge the...](#)
7. [... antithetical conceptions involved in the **Theory** of knowing. In the first place,...](#)

Preparation, Unfolding, and Formal Discipline

1. [... of behavior. According to the orthodox **Theory** of formal discipline, a pupil in ...](#)
2. [A **Theory** which has had great vogue and which came into existence before the noti...](#)
3. [...lusive end of development, the Hegelian **Theory** swallowed up concrete individuali...](#)
4. [...tive single force in modern educational **Theory** in effecting widespread acknowl...](#)
5. [...ne is only a variant of the preparation **Theory**. Practically the two differ in th...](#)
6. [...to Locke, a common-place of educational **Theory** and of psychology. Practically, i...](#)
7. [...al presented. In its classic form, this **Theory** was expressed by Locke. On the on...](#)
8. [...ning. Another influential but defective **Theory** is that which conceives that mind...](#)
9. [... matter, the fundamental fallacy of the **Theory** is its dualism; that is to say, i...](#)

Education as Conservative and Progressive

1. [... this detailed and consistent form, the **Theory**, outside of a small school in Ger...](#)
2. [...re occupied with their environment. The **Theory** represents the Schoolmaster come ...](#)
3. [\(2\) The **Theory** that the proper subject matter of instruction is found in the cul...](#)
4. [...vironment. The defect of the Herbartian **Theory** of formation through presentation...](#)
5. [...ut has given rise to the recapitulation **Theory** of education, biological and cult...](#)
6. [We now come to a type of **Theory** which denies the existence of faculties and emph...](#)

The Democratic Conception in Education

1. ...e necessarily brought about a change in **Theory**. The individualistic **Theory** reced...
2. ...left. Even the extreme sensationalistic **Theory** of knowledge which was current de...
3. ...of others. Yet the society in which the **Theory** was propounded was so undemocrati...
4. ... for freedom waned, the weakness of the **Theory** upon the constructive side became...
5. ...its and purposes, exacts of educational **Theory** a clearer conception of the meani...

Thinking in Education

1. ...gment is not so great in practice as in **Theory**, there is not adequate theoretica...
2. ...g is often regarded both in philosophic **Theory** and in educational practice as so...
3. ...h it is put. When Newton thought of his **Theory** of gravitation, the creative aspe...

The Nature of Method

1. ...onform. Nothing has brought pedagogical **Theory** into greater disrepute than the b...
2. ...ess attention to one implication of our **Theory**; the connection of subject matter...

The Nature of Subject Matter

1. ...l practice as it is to lay them down in **Theory**. The extension in modern times of...

Play and Work in the Curriculum

1. ... general, ready-made faculties of older **Theory** a complex group of instinctive an...

Science in the Course of Study

1. ...oncrete action. There is a kind of idle **Theory** which is antithetical to practice...
2. ...and after the rise of democracy. Taking **Theory** just as **Theory**, however, that whi...

Intellectual and Practical Studies

1. 2. The Modern **Theory** of Experience and Knowledge

Tradition

Education as a Social Function

1. ... different groups with different **Traditional** customs. It is this situation which...
2. ... communities, more differing customs, **Traditions**, aspirations, and forms of government...
3. ... come into existence when social **Traditions** are so complex that a considerable part...

Education as Conservative and Progressive

1. ... casual inspiration and subservience to **Tradition**. Moreover, everything in teach...

The Democratic Conception in Education

1. ... languages, religions, moral codes, and **Traditions**. From this standpoint, many a...
2. ... of them, but also such modification of **Traditional** ideals of culture, **Tradition**...

Thinking in Education

1. ...are given to attacking the passivity of **Traditional** education. They have opposed...

The Nature of Method

1. ...cceded is essential. There is always a **Tradition**, or schools of art, definite e...

The Nature of Subject Matter

1. ...onnecting link is found in the stories, **Traditions**, songs, and liturgies which a...
2. ...inion, guesswork, speculation, and mere **Tradition**. In knowledge, things are asce...
3. ...of learned men who preserve the classic **Traditions** of the past. They forget that...

Play and Work in the Curriculum

1. ...bsolutely fallacious, and the Puritanic **Tradition** which disallows the need has e...
2. ...raining specifically so called but many **Traditional** kindergarten exercises have ...

The Significance of Geography and History

1. ...uggest simply the matter which has been **Traditionally** sanctioned in the schools...

Science in the Course of Study

1. ...power manage to avoid the pitfalls of a **Traditional** scholastic introduction into...
2. There exists an educational **Tradition** which opposes science to literature and hi...

Theories of Morals

1. ...er side, overemphasizing convention and **Tradition** so as to limit morals to a lis...

Intellectual and Practical Studies

1. ... opinions resting wholly upon **Tradition** and authority. With respect to all of them,...
2. ... continued and reinforced the **Tradition**. To know reality meant to be in relation...
3. ... (iii) The most direct blow at the **Traditional** separation of doing and knowing and...
4. ... the increasing failure of their **Traditional** customs and beliefs to regulate life....
5. ... as a criticism of custom and **Tradition** as standards of knowledge and conduct. In...
6. ... experience is a fatal defect of the **Traditional** empirical philosophy. Nothing is...

Physical and Social Studies

1. ...ch was in direct social control. Such a **Tradition** as to culture is, as we have s...
2. ...use of this procedure lies in following **Tradition**, rather than in conscious adhe...
3. ...f as education. Our own comes by direct **Tradition** from it. It set a fashion whic...
4. As a consequence, the Greek **Tradition** was lost in which a humanistic interest wa...
5. ...r reasons may be suggested. (a) The old **Tradition** was firmly entrenched in insti...
6. ... alien peoples. And its dependence upon **Tradition** was increased by the dominant ...

The Individual and the World

1. ...the grip of the authority of custom and **Traditions** as standards of belief. Aside...
2. ...ut it at first hand, instead of through **Tradition**. They wanted closer union with...
3. ...l faculty is set up in distinction from **Tradition** and history and all concrete s...

Vocational Aspects of Education

1. ...f these distinctions is undoubtedly the **Tradition** which recognizes as employment...
2. ...erimental, less dependent upon literary **Tradition**, and less associated with dial...
3. ...hat education will perpetuate the older **Traditions** for a select few, and effect ...
4. ...egime. This movement would continue the **Traditional** liberal or cultural educatio...
5. ... not been completely under the thumb of **Tradition**, higher schools in the past ha...
6. ...ith the inertia of existing educational **Traditions**, but also with the opposition...
7. ...s of vocational and cultural education. **Traditionally**, liberal culture has been ...

Interest and Discipline

1. ...one hand, it has screened and protected **Traditional** studies and methods of teach...
2. ...many things in our historic educational **Traditions**. It throws light upon the cla...
3. ...he subject matter to be learned. In the **Traditional** schemes of education, subjec...
4. ... only to say that, in contrast with the **Traditional** theory, anything which intel...

Educational Values

1. ...ology betrays the particular provincial **Tradition** within which the author is wri...
2. ...tting loaded down with purely inherited **Traditional** matter and with subjects whi...

Labor and Leisure

1. ... and outer physical action of which the **Traditional** distinction between the libe...

Philosophy of Education

1. ...oup; the relation of man and nature, of **Tradition** and reflection, of knowledge a...
2. ...a reconsideration of the basic ideas of **Traditional** philosophic systems, it is b...



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