

# Index of Topics



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1. [...ich perceives and tests the meanings of \*\*Behavior\*\*. These conceptions are consiste...](#)

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## 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 ...](#)
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### 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. [...slated, 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. [...nnections 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 accomplishme...](#)
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. [...storiation 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 **Physical**ly 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, applianc...
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 untrammled 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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