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KEY=DEMOCRACY - SANTIAGO MAYRA

DEMOCRACY AND EDUCATION

AN INTRODUCTION TO THE PHILOSOPHY OF EDUCATION,

John Dewey's *Democracy and Education* addresses the challenge of providing quality public education in a democratic society. In this classic work Dewey calls for the complete renewal of public education, arguing for the fusion of vocational and contemplative studies in education and for the necessity of universal education for the advancement of self and society. First published in 1916, *Democracy and Education* is regarded as the seminal work on public education by one of the most important scholars of the century.

DEMOCRACY AND EDUCATION

AN INTRODUCTION TO THE PHILOSOPHY OF EDUCATION

In this book, Dewey tries to criticize and expand on the educational philosophies of Rousseau and Plato. Dewey's ideas were seldom adopted in America's public schools, although a number of his prescriptions have been continually advocated by those who have had to teach in them.

JOHN DEWEY'S DEMOCRACY AND EDUCATION

A CENTENNIAL HANDBOOK

Cambridge University Press John Dewey's *Democracy and Education* is the touchstone for a great deal of modern educational theory. It covers a wide range of themes and issues relating to education, including teaching, learning, educational environments, subject matter, values, and the nature of work and play. This Handbook is designed to help experts and non-experts to navigate Dewey's text. The authors are specialists in the fields of philosophy and education; their chapters offer readers expert insight into areas of Dewey work that they know well and have returned to time and time again throughout their careers. The Handbook is divided into two parts. Part I features short companion chapters corresponding to each of Dewey's chapters in *Democracy and Education*. These serve to guide readers through the complex arguments developed in the book. Part II features general articles placing the book into historical, philosophical and practical contexts and highlighting its relevance today.

JOHN DEWEY'S DEMOCRACY AND EDUCATION IN AN ERA OF GLOBALIZATION

Routledge 2016 marked the hundred-year anniversary of John Dewey's seminal work *Democracy and Education*. This centennial presented philosophers and educators with an opportunity to reexamine and evaluate its impact on various aspects of education in democratic societies. This volume brings together some of the leading scholars on John Dewey and education from around the world in order to reflect on the legacy of *Democracy and Education*, and, more generally, to consider the influence of Dewey's ideas on education in the twenty-first century. *John Dewey's Democracy and Education in an Era of Globalization* is unique in that it explores some important tensions and relationships among Dewey's ideas on democracy, education, and human flourishing in an era of globalization. The contributors make sense of how Dewey would have interpreted and responded to the phenomenon of globalization. This book was originally published as a special issue of *Educational Philosophy and Theory*.

DEWEY'S DEMOCRACY AND EDUCATION REVISITED

CONTEMPORARY DISCOURSES FOR DEMOCRATIC EDUCATION AND LEADERSHIP

R&L Education *Dewey's Democracy and Education Revisited* focuses on democratic schools/democratic education and the work of teacher and leader practitioners in the new millennium, taking into consideration the complex and dynamic nature of preparing leaders for changing roles in schools amidst the challenges of standards and accountability, the No Child Left Behind Act, licensure/certification issues, increasing diversity, issues of social justice, shifting demographics, and the myriad of social issues that make democratic leadership necessary. The book presents a collection of contemporary discourses that reconsider the relationship of democracy as a political ideology and American ideal (i.e., Dewey's progressivist ideas) and education as the foundation of preparing democratic citizens in America. Jenlink takes the reader into a reflective and critical examination of Dewey's ideas on democratic education, set forth in the classic philosophy text, *Democracy and Education*. Each chapter draws the reader into a discussion of the salient and

relevant points Dewey argued, and juxtaposes Dewey's points with the issues challenging educators today, in particular focusing on the challenge of fostering democratic education and leadership for America's schools.

THE STRUGGLE FOR THE AMERICAN CURRICULUM, 1893-1958

Psychology Press First Published in 2004. Routledge is an imprint of Taylor & Francis, an informa company.

DEMOCRACY AND EDUCATION RECONSIDERED

DEWEY AFTER ONE HUNDRED YEARS

Routledge **Democracy and Education Reconsidered** highlights the continued relevance of John Dewey's *Democracy and Education* while also examining the need to reconstruct and re-contextualize Dewey's educational philosophy for our time. The authors propose ways of revising Dewey's thought in light of the challenges facing contemporary education and society, and address other themes not touched upon heavily in Dewey's work, such as racism, feminism, post-industrial capitalism, and liquid modernity. As a final component, the authors integrate Dewey's philosophy with more recent trends in scholarship, including pragmatism, post-structuralism, and the works of other key philosophers and scholars.

JOHN DEWEY AND OUR EDUCATIONAL PROSPECT

A CRITICAL ENGAGEMENT WITH DEWEY'S DEMOCRACY AND EDUCATION

State University of New York Press The first book-length study of Dewey's extraordinary text.

A COMPANION TO JOHN DEWEY'S "DEMOCRACY AND EDUCATION"

University of Chicago Press This year marks the centenary publication of John Dewey's magnum opus, *Democracy and Education*. Despite its profound importance as a foundational text in education, it is notoriously difficult and—dare we say it—a little dry. In this charming and often funny companion, noted philosopher of education D. C. Phillips goes chapter by chapter to bring Dewey to a twenty-first-century audience. Drawing on over fifty years of thinking about this book—and on his own experiences as an educator—he lends it renewed clarity and a personal touch that proves its lasting importance. Phillips bridges several critical pitfalls of *Democracy and Education* that often prevent contemporary readers from fully understanding it. Where Dewey sorely needs a detailed example to illustrate a point—and the times are many—Phillips steps in, presenting cases from his own classroom experiences. Where Dewey casually refers to the works of people like Hegel, Herbart, and Locke—common knowledge, apparently, in 1916—Phillips fills in the necessary background. And where Dewey gets convoluted or is even flat-out wrong, Phillips does what few other scholars would do: he takes Dewey to task. The result is a lively accompaniment that helps us celebrate and be enriched by some of the most important ideas ever offered in education.

EXPERIENCE AND EDUCATION

Simon and Schuster **Experience and Education** is the best concise statement on education ever published by John Dewey, the man acknowledged to be the pre-eminent educational theorist of the twentieth century. Written more than two decades after *Democracy and Education* (Dewey's most comprehensive statement of his position in educational philosophy), this book demonstrates how Dewey reformulated his ideas as a result of his intervening experience with the progressive schools and in the light of the criticisms his theories had received. Analyzing both "traditional" and "progressive" education, Dr. Dewey here insists that neither the old nor the new education is adequate and that each is miseducative because neither of them applies the principles of a carefully developed philosophy of experience. Many pages of this volume illustrate Dr. Dewey's ideas for a philosophy of experience and its relation to education. He particularly urges that all teachers and educators looking for a new movement in education should think in terms of the deeped and larger issues of education rather than in terms of some divisive "ism" about education, even such an "ism" as "progressivism." His philosophy, here expressed in its most essential, most readable form, predicates an American educational system that respects all sources of experience, on that offers a true learning situation that is both historical and social, both orderly and dynamic.

TEACHING IN THE NOW

JOHN DEWEY ON THE EDUCATIONAL PRESENT

Purdue University Press John Dewey's *Experience and Education* is an important book, but first-time readers of Dewey's philosophy can find it challenging and not meaningfully related to the contemporary landscape of education. Jeff Frank's *Teaching in the Now* aims to reanimate Dewey's text—for first-time readers and anyone who teaches the text or is interested in appreciating Dewey's continuing significance—by focusing on Dewey's thinking on preparation. Frank, through close readings of Dewey, asks readers to wonder: How much of what we justify as preparation in education is actually necessary? That is, every time we catch ourselves telling a student—you need to learn this in order to do something else—we need to stop and reflect. We need to reflect, because when we always justify the present moment of a student's education in terms of what will happen in the future, we may lose out on the ability to engage students' attention and interest now, when it matters. Dewey asks his readers to trust that the best way to prepare students for an engaging and productive future is to create the most engaging and productive present

experience for students. We learn to live fully in the future, only by practicing living fully in the present. Although it can feel scary to stop thinking of the work of education in terms of preparation, when educators reclaim the present for students, new opportunities—for teachers, students, schools, democracy, and education—emerge. Teaching in the Now explores these opportunities in impassioned and engaging prose that makes Experience and Education come alive for readers new to Dewey or who have taught and read him for many years.

DEMOCRATIC EDUCATION AND THE PUBLIC SPHERE

TOWARDS JOHN DEWEY'S THEORY OF AESTHETIC EXPERIENCE

Routledge This book considers John Dewey's philosophy of democratic education and his theory of public sphere from the perspective of the reconstruction and redefinition of the dominant liberalist movement. By bridging art education and public sphere, and drawing upon contemporary mainstream philosophies, Ueno urges for the reconceptualization of the education of mainstream liberalism and indicates innovative visions on the public sphere of education. Focusing on Dewey's theory of aesthetic education as an origin of the construction of public sphere, chapters explore his art education practices and involvement in the Barnes Foundation of Philadelphia, clarifying the process of school reform based on democratic practice. Dewey searched for an alternative approach to public sphere and education by reimagining the concept of educational right from a political and ethical perspective, generating a collaborative network of learning activities, and bringing imaginative meaning to human life and interaction. This book proposes educational visions for democracy and public sphere in light of Pragmatism aesthetic theory and practice. Democratic Education and the Public Sphere will be key reading for academics, researchers and postgraduate studies in the fields of the philosophy of education, curriculum theory, art education, and educational policy and politics. The book will also be of interest to policy makers and politicians who are engaged in educational reform.

DEMOCRACY AND EDUCATION

TOP AMERICAN AUTHORS

□□□ 1. Renewal of Life by Transmission. The most notable distinction between living and inanimate things is that the former maintain themselves by renewal. A stone when struck resists. If its resistance is greater than the force of the blow struck, it remains outwardly unchanged. Otherwise, it is shattered into smaller bits. Never does the stone attempt to react in such a way that it may maintain itself against the blow, much less so as to render the blow a contributing factor to its own continued action. While the living thing may easily be crushed by superior force, it none the less tries to turn the energies which act upon it into means of its own further existence. If it cannot do so, it does not just split into smaller pieces (at least in the higher forms of life), but loses its identity as a living thing. As long as it endures, it struggles to use surrounding energies in its own behalf. It uses light, air, moisture, and the material of soil. To say that it uses them is to say that it turns them into means of its own conservation. As long as it is growing, the energy it expends in thus turning the environment to account is more than compensated for by the return it gets: it grows. Understanding the word "control" in this sense, it may be said that a living being is one that subjugates and controls for its own continued activity the energies that would otherwise use it up. Life is a self-renewing process through action upon the environment. In all the higher forms this process cannot be kept up indefinitely. After a while they succumb; they die. The creature is not equal to the task of indefinite self-renewal. But continuity of the life process is not dependent upon the prolongation of the existence of any one individual. Reproduction of other forms of life goes on in continuous sequence. And though, as the geological record shows, not merely individuals but also species die out, the life process continues in increasingly complex forms. As some species die out, forms better adapted to utilize the obstacles against which they struggled in vain come into being. Continuity of life means continual readaptation of the environment to the needs of living organisms. We have been speaking of life in its lowest terms—as a physical thing. But we use the word "Life" to denote the whole range of experience, individual and racial. When we see a book called the Life of Lincoln we do not expect to find within its covers a treatise on physiology. We look for an account of social antecedents; a description of early surroundings, of the conditions and occupation of the family; of the chief episodes in the development of character; of signal struggles and achievements; of the individual's hopes, tastes, joys and sufferings. In precisely similar fashion we speak of the life of a savage tribe, of the Athenian people, of the American nation. "Life" covers customs, institutions, beliefs, victories and defeats, recreations and occupations.

EDUCATION AND DEMOCRACY

THE MEANING OF ALEXANDER MEIKLEJOHN, 1872-1964

Univ of Wisconsin Press This definitive biography of the charismatic Alexander Meiklejohn tracks his turbulent career as an educational innovator at Brown University, Amherst College, and Wisconsin's "Experimental College" in the early twentieth century and his later work as a civil libertarian in the Joe McCarthy era. The central question Meiklejohn asked throughout his life's work remains essential today: How can education teach citizens to be free?

PROGRESSIVE MUSEUM PRACTICE

JOHN DEWEY AND DEMOCRACY

Routledge Preeminent museum education theorist George E. Hein explores the work, philosophy, and impact of

educational reformer John Dewey and his importance for museums. Hein traces current practice in museum education to Dewey's early 20th-century ideas about education, democracy, and progress toward improving society, and in so doing provides a rare history of museum education as a profession. Giving special attention to the progressive individuals and institutions who followed Dewey in developing the foundations for the experiential learning that is considered best practice today, Hein demonstrates a parallel between contemporary theories about education and socio-political progress and, specifically, the significance of museums for sustaining and advancing a democratic society.

EDUCATION AND DEMOCRACY IN THE 21ST CENTURY

Teachers College Press "Educational philosopher Nel Noddings draws on John Dewey's foundational work to reimagine education's aims and curriculum for the 21st century. Noddings looks at education as a multi-aim enterprise in which schools must address needs in all three domains of life: home and family, occupational, and civic. She raises critical questions about the current enthusiasm for standardization, the search for 'one-best-way' solutions, and the practice of maintaining a sharp separation between the disciplines. Comprehensive in its scope, chapters examine the liberal arts curriculum, vocational education, restructuring secondary school, extracurricular activities, national and global citizenship, critical thinking, and moral education."--Back cover.

THE CHILD AND THE CURRICULUM

AMERICA'S PUBLIC PHILOSOPHER

ESSAYS ON SOCIAL JUSTICE, ECONOMICS, EDUCATION, AND THE FUTURE OF DEMOCRACY

Columbia University Press John Dewey was America's greatest public philosopher. A prolific and influential writer for both scholarly and general audiences, he stands out for the remarkable breadth of his contributions. Dewey was a founder of a distinctly American philosophical tradition, pragmatism, and he spoke out widely on the most important questions of his day. He was a progressive thinker whose deep commitment to democracy led him to courageous stances on issues such as war, civil liberties, and racial, class, and gender inequalities. This book gathers the clearest and most powerful of Dewey's public writings and shows how they continue to speak to the challenges we face today. An introductory essay and short introductions to each of the texts discuss the current relevance and significance of Dewey's work and legacy. The book includes forty-six essays on topics such as democracy in the United States, political power, education, economic justice, science and society, and philosophy and culture. These essays inspire optimism for the possibility of a more humane public and political culture, in which citizens share in the pursuit of lifelong education through participation in democratic life. America's Public Philosopher reveals John Dewey as a powerful example for scholars seeking to address a wider audience and a much-needed voice for all readers in search of intellectual and moral leadership.

JOHN DEWEY AND THE DECLINE OF AMERICAN EDUCATION

Open Road Media The influence of John Dewey's undeniably pervasive ideas on the course of American education during the last half-century has been celebrated in some quarters and decried in others. But Dewey's writings themselves have not often been analyzed in a sustained way. In *John Dewey and the Decline of American Education*, Hank Edmondson takes up that task. He begins with an account of the startling authority with which Dewey's fundamental principles have been—and continue to be—received within the U.S. educational establishment. Edmondson then shows how revolutionary these principles are in light of the classical and Christian traditions. Finally, he persuasively demonstrates that Dewey has had an insidious effect on American democracy through the baneful impact his core ideas have had in our nation's classrooms. Few people are pleased with the performance of our public schools. Eschewing polemic in favor of understanding, Edmondson's study of the "patron saint" of those schools sheds much-needed light on both the ideas that bear much responsibility for their decline and the alternative principles that could spur their recovery.

JOHN DEWEY'S EDUCATIONAL PHILOSOPHY IN INTERNATIONAL PERSPECTIVE

A NEW DEMOCRACY FOR THE TWENTY-FIRST CENTURY

SIU Press This title examines the influence of American philosopher John Dewey (1859-1952). 11 experts examine his work, placing special emphasis on his influence in education in Italy, Central and Eastern Europe and in Spain and South America. His views on the ties between education and the democratic state and school and society are also examined.

DEWEY'S DREAM

UNIVERSITIES AND DEMOCRACIES IN AN AGE OF EDUCATION REFORM : CIVIL SOCIETY, PUBLIC SCHOOLS, AND DEMOCRATIC CITIZENSHIP

Temple University Press Realizing Dewey's vision of making public schools the seedbed of a democratic society.

AMERICAN PUBLIC EDUCATION AND THE RESPONSIBILITY OF ITS CITIZENS

SUPPORTING DEMOCRACY IN THE AGE OF ACCOUNTABILITY

Oxford University Press "Rather than poorly performing schools, the current educational crisis is really about citizen responsibility. Citizens must insure that democratic practices are nurtured. This is perhaps most achievable in public schools. Therefore, citizens have a responsibility to support public schools and this book offers tools and knowledge to help citizens fulfill it"--

JOHN DEWEY RECONSIDERED (INTERNATIONAL LIBRARY OF THE PHILOSOPHY OF EDUCATION VOLUME 19)

Routledge John Dewey was one of the most influential American philosophers of his time and also one of the most prolific, with about forty books and 700 articles to his credit. When this book was originally published in 1977 Dewey's work, with the exception of his important contributions to the philosophy of education, had suffered an unwarranted scholarly neglect and remained little known outside the USA. This present volume helped redress this balance.

THE PUBLIC AND ITS PROBLEMS

AN ESSAY IN POLITICAL INQUIRY

Penn State Press "An annotated edition of John Dewey's work of democratic theory, first published in 1927. Includes a substantive introduction and bibliographical essay"--Provided by publisher.

CRUSADE FOR DEMOCRACY

PROGRESSIVE EDUCATION AT THE CROSSROADS

SUNY Press This book tells the fascinating story of the Progressive Education movement of the 1930s and 1940s, which remains the most original and powerful intellectual force ever generated within professional education in this country. At the core of the story is the founding and early activities of the John Dewey Society for the Study of Education and Culture. In this compelling narrative, Daniel Tanner details, through close examination of the scholarly literature and heretofore unexamined archival materials, the colorful personalities and powerful philosophies of this group of educators who worked from the conviction that the struggle and growth of American democracy could not be conducted apart from the public schools. Tanner shows that the issues which gave birth to the John Dewey Society and to which the Society directed its attention in the early years are perennial ones -- the appropriate relationship between school and society, the purpose of education in a democratic society, social inequality, textbook censorship, academic freedom, and so on. This history illuminates our present as well as our past.

JOHN DEWEY'S DEMOCRACY AND EDUCATION

FROM A LOGICAL POINT OF VIEW

THE POLITICAL WRITINGS

Hackett Publishing An anthology that presents John Dewey's major political writings, which display Dewey's philosophical method, his controversial views on war and education, his essential contributions to democratic theory, and his distinctive brand of progressive political ideology.

MAKING EDUCATION FIT FOR DEMOCRACY

CLOSING THE GAP

Routledge Dewey wrote his celebrated book on Democracy and Education over a hundred years ago. Making Education Fit for Democracy asks why education has nevertheless failed to deliver such crucial support for democracy and how it should change to reflect ethical and social responsibilities. It seeks to shed light on what has gone wrong and how it can be put right. Reforming an antiquated system of education should be a matter for public debate. This book is written not only for those currently involved in delivering education, but also for the general public. Arguing that education needs to be holistic, encouraging open-mindedness and developing a wide range of interests, it: Highlights the role of education in supporting democracy Promotes nurture in civilising values over mere information-giving Puts exams and accountability into perspective Seeks to bridge the gulf between schooling and life Argues for the reform of the whole system of education Seeks to use digital technology to personalise education Touching upon several issues currently under debate, such as the rise of populism, the role of religion and narrow subject curriculum, this book will be of interest to all students studying education as well as those involved in teacher education.

A COMPANION TO JOHN DEWEY'S DEMOCRACY AND EDUCATION

As the title suggests, this is a companion to John Dewey's great Democracy and Education, which was first published in 1916, written by esteemed philosopher of education D.C. Phillips. Phillips opens this charming and sometimes funny book with his teacher training in 1958 and how baffled he was at the time by Dewey's notoriously opaque though foundational work. As he returned to Dewey over the years, however, some of the originally murky passages began to move into focus. I realized they were expressing important and extremely interesting, though often debatable, philosophical insights about matters such as how humans gain reliable knowledge, about mind in its relation to the body, about the relation between the individual and his or her community, about how moral progress can occur. Nearly

fifty years later, Phillips's copies of *Democracy and Education* were filled with marginal notes, and he realized they constituted the skeleton for a companion to *Democracy and Education* like the one he had desired so many years earlier. This companion contains discussions of every chapter of D and E. It is not meant as a summary or replacement of the book, but designed to make the journey of discovery into D and E even more exciting and a thousand times clearer than it would be if undertaken alone."

EDUCATION FOR DEMOCRACY

A RENEWED APPROACH TO CIVIC INQUIRIES FOR SOCIAL JUSTICE

IAP This book presents a vision of education for democracy built around promoting equity and social justice. In doing so, Camicia and Knowles challenge many of the common perspectives of democratic education, deliberation, and the common good. The authors have published widely on the topic of education for democracy. This book builds upon their work to assist practicing teachers, teacher educators, graduate students, and educational researchers in understanding the background of education for democracy, as well as new directions for the field. While one of the primary goals of public schools is to teach students how to build better communities, this goal is increasingly difficult given the degree of political polarization within societies. Recent events provide no shortage of challenges to democracy in the United States and beyond. Utilizing theory and research, Camicia and Knowles promote instructional methods that are responsive to changing cultural and political contexts. There is an increasing need to rethink democratic principles and how these principles might be supported in classrooms in order to teach for social justice. This requires a move away from often stated idealistic notions of deliberative democracy, toward a perspective of education for democracy that incorporates aspects of identity, interests, and inequitable power relations within society.

IS LIFE WORTH LIVING?

JOHN DEWEY AND THE FUTURE OF COMMUNITY COLLEGE EDUCATION

Bloomsbury Publishing USA 'Honorable Mention' 2016 PROSE Award - Education Theory Today, community colleges enroll 40% of all undergraduates in the United States. In the years ahead, these institutions are expected to serve an even larger share of this student population. However, faced with increasing government pressure to significantly improve student completion rates, many community colleges will be forced to reconsider their traditional commitment to expand educational opportunity. Community colleges, therefore, are at a crossroads. Should they focus on improving student completion rates and divert resources from student recruitment programs? Should they improve completion rates by closing developmental studies programs and limiting enrollment to college-ready students? Or, can community colleges simultaneously expand educational opportunity and improve student completion? In *John Dewey and the Future of Community College Education*, Cliff Harbour argues that before these questions can be answered, community colleges must articulate the values and priorities that will guide them in the future. Harbour proposes that leaders across the institution come together and adopt a new democracy-based normative vision grounded in the writings of John Dewey, which would call upon colleges to do much more than improve completion rates and expand educational opportunity. It would look beyond the national economic measures that dominate higher education policy debates today and would prioritize individual student growth and the development of democratic communities. Harbour argues that this, in turn, would help community colleges contribute to the vital work of reconstructing American democracy. *John Dewey and the Future of Community College Education* is essential reading for all community college advocates interested in taking a more active role in developing the community college of the future.

JOHN DEWEY'S ETHICS

DEMOCRACY AS EXPERIENCE

Indiana University Press John Dewey, widely known as "America's philosopher," provided important insights into education and political philosophy, but surprisingly never set down a complete moral or ethical philosophy. Gregory Fernando Pappas presents the first systematic and comprehensive treatment of Dewey's ethics. By providing a pluralistic account of moral life that is both unified and coherent, Pappas considers ethics to be key to an understanding of Dewey's other philosophical insights, especially his views on democracy. Pappas unfolds Dewey's ethical vision by looking carefully at the virtues and values of ideal character and community. Showing that Dewey's ethics are compatible with the rest of his philosophy, Pappas corrects the reputation of American pragmatism as a philosophy committed to skepticism and relativism. Readers will find a robust and boldly detailed view of Dewey's ethics in this groundbreaking book.

DEMOCRACY AND EDUCATION

SC Active Business Development Srl *Democracy and Education* is regarded as the seminal work on public education by one of the most important scholars of the century. It has been re-published in many editions and continuously in print ever since the original publication in 1916. John Dewey's *Democracy and Education* addresses the challenge of providing quality public education in a democratic society. In this classic work Dewey calls for the complete renewal of public education, arguing for the fusion of vocational and contemplative studies in education and for the necessity of universal education for the advancement of self and society.

DEMOCRACY AND RHETORIC

JOHN DEWEY ON THE ARTS OF BECOMING

Univ of South Carolina Press In *Democracy and Rhetoric*, Nathan Crick articulates from John Dewey's body of work a philosophy of rhetoric that reveals the necessity for bringing forth a democratic life infused with the spirit of ethics, a method of inquiry, and a sense of beauty. Crick relies on rhetorical theory as well interdisciplinary insights from philosophy, history, sociology, aesthetics, and political science as he demonstrates that significant engagement with issues of rhetoric and communication are central to Dewey's political philosophy. In his rhetorical reading of Dewey, Crick examines the sophisticated underpinnings of Dewey's philosophy and finds it much informed by notions of radical individuality, aesthetic experience, creative intelligence, and persuasive advocacy as essential to the formation of communities of judgment. Crick illustrates that for Dewey rhetoric is an art situated within a complex and challenging social and natural environment, wielding influence and authority for those well versed in its methods and capable of experimenting with its practice. From this standpoint the unique and necessary function of rhetoric in a democracy is to advance minority views in such a way that they might have the opportunity to transform overarching public opinion through persuasion in an egalitarian public arena. The truest power of rhetoric in a democracy then is the liberty for one to influence the many through free, full, and fluid communication. Ultimately Crick argues that Dewey's sophisticated rhetorical values and techniques form a naturalistic "ontology of becoming" in which discourse is valued for its capacity to guide a self, a public, and a world in flux toward some improved incarnation. Appreciation of this ontology of becoming—of democracy as a communication-driven work in progress—gives greater social breadth and historical scope to Dewey's philosophy while solidifying his lasting contributions to rhetoric in an active and democratic public sphere.

TOWARDS A PHILOSOPHY OF CRITICAL MATHEMATICS EDUCATION

Springer Science & Business Media In *Nineteen Eighty-Four* George Orwell gives a description of different forms of suppression. We learn about the telescreens placed everywhere, through which it is possible for Big-Brother to watch the inhabitants of Oceania. However, it is not only important to control the activities of the inhabitants, it is important as well to control their thoughts, and the Thought Police are on guard. This is a very direct form of monitoring and control, but Orwell also outlines a more imperceptible and calculated line of thought control. In the Appendix to *Nineteen Eighty-Four* Orwell explains some structures of 'Newspeak', which is going to become the official language of Oceania. Newspeak is being developed by the Ministry of Truth, and this language has to substitute 'Oldspeak' (similar to standard English). Newspeak should fit with the official politics of Oceania ruled by the Ingsoc party: "The purpose of Newspeak was not only to provide a medium of expression for the world-view and mental habits proper to the devotees of Ingsoc, but to make all other modes of thought impossible. It was intended that when Newspeak had been adopted once and for all and Oldspeak forgotten, a heretical thought - that is, a thought diverging from the principles of Ingsoc - should be literally unthinkable, at least as far as thought is dependent on words.

THE SCHOOL AND SOCIETY

First published in 1899, "The School and Society" describes John Dewey's experiences with his own famous Laboratory School, started in 1896. Dewey's experiments at the Laboratory School reflected his original social and educational philosophy based on American experience and concepts of democracy, not on European education models then in vogue. This forerunner of the major works shows Dewey's pervasive concern with the need for a rich, dynamic, and viable society. In his introduction to this volume, Joe R. Burnett states Dewey's theme. Industrialization, urbanization, science, and technology have created a revolution the schools cannot ignore. Dewey carries this theme through eight chapters: The School and Social Progress; The School and the Life of the Child; Waste in Education; Three Years of the University Elementary School; The Psychology of Elementary Education; Froebel's Educational Principles; The Psychology of Occupations; and the Development of Attention.

DEMOCRACY AND EDUCATION

AN INTRODUCTION TO THE PHILOSOPHY OF EDUCATION

Nuvision Publications John Dewey (1859-1952) believed that learning was active and schooling unnecessarily long and restrictive. His idea was that children came to school to do things and live in a community which gave them real, guided experiences which fostered their capacity to contribute to society. Dewey's education philosophy helped forward the "progressive education" movement, and spawned the development of "experiential education" programs and experiments. This treatise was originally published in 1916.

THE CONTEMPORARY RELEVANCE OF JOHN DEWEY'S THEORIES ON TEACHING AND LEARNING

DEWEYAN PERSPECTIVES ON STANDARDIZATION, ACCOUNTABILITY, AND ASSESSMENT IN EDUCATION

Routledge Through expert analysis, this text proves that John Dewey's views on efficiency in education are as relevant as ever. By exploring Deweyan theories of teaching and learning, the volume illustrates how they can aid educators in navigating the theoretical and practical implications of accountability, standardization, and assessment. The *Contemporary Relevance of John Dewey's Theories on Teaching and Learning* deconstructs issues regarding accountability mechanisms, uniform assessment systems, and standardization processes through a Deweyan lens.

Connecting the zeitgeist of the era from which Dewey's ideas emerged and current global political, social, and economic contexts, the book emphasizes the importance of resilient systems in reconciling the tension between standardized assessments and individual student development. Contributors provide insights from a range of settings across Pre-K, primary, secondary, and higher education and address topics including teacher agency, voice, leadership, and democracy. The volume will be of interest to scholars, researchers, and academics with an interest in philosophy of education, education policy and the impact of neoliberal agendas, as well as teaching and learning more broadly.

DEWEY'S DEMOCRACY AND EDUCATION REVISITED

CONTEMPORARY DISCOURSES FOR DEMOCRATIC EDUCATION AND LEADERSHIP

R & L Education This book presents a collection of contemporary discourses that reconsider the relationship of democracy as a political ideology and American ideal (i.e., Dewey's progressivist ideas) and education as the foundation of preparing democratic citizens in America.