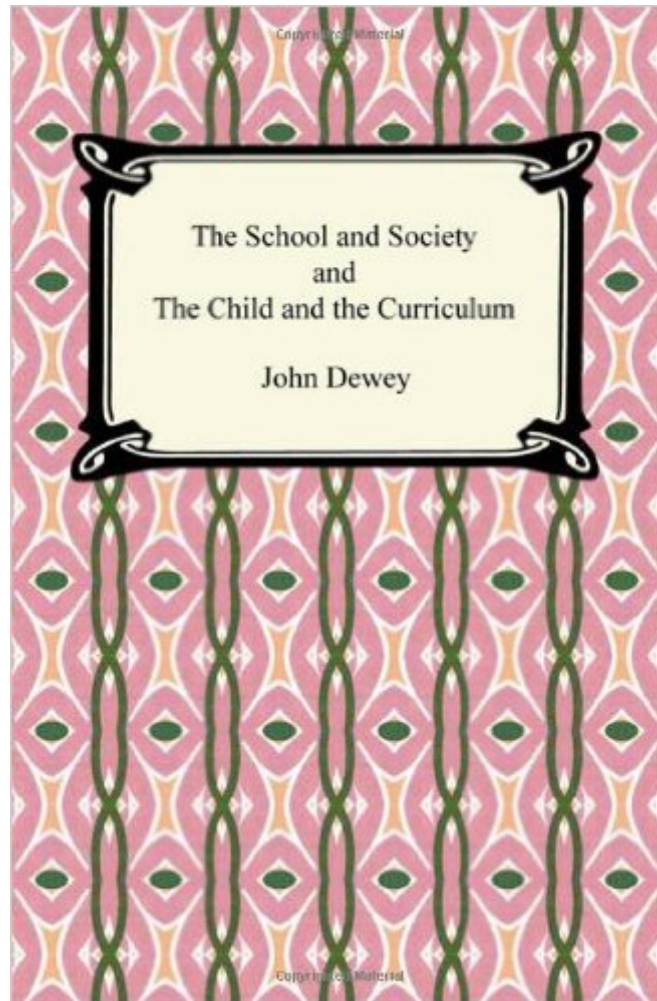


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# The School And Society And The Child And The Curriculum



## Synopsis

Though he did not coin the phrase "Progressive Education," American philosopher and psychologist, John Dewey, has historically been associated with this modern educational method. In these two works, "The School and Society" and "The Child and Curriculum," Dewey lays out his philosophies of pragmatism, educational reform, and his advocacy of democracy. In a time when education focused primarily on rote memorization and passive acquisition of knowledge, Dewey advocated a "learning by doing" method. He believed students would become more well-rounded, productive members of society through their natural inquisitiveness, and experimentation through interaction with the world. Dewey's complex and naturalistic theories were primary influences in both education and social reform in the twentieth century. Furthermore, he has become known as one of the founders of the philosophy of pragmatism and functional psychology. Today, his work is still a valuable source of information and inspiration to those interested in the education and development of school-age children.

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## Customer Reviews

From a high school student's point of view, reading Dewey couldn't provide something else than hope for educational systems, most of which, despite the efforts of making a school a more living atmosphere, organizations still remain too mechanical in learning procedures and detached from social applications regarding the capabilities they serve. Originally from Cameroon, I've had the opportunity to explore three educational systems from different cultural influence each. It was an

advantage that surely opened my mind to different perspectives by interacting with different cultures in different social contexts, but especially carried me out to realize how the so called "education" - in general, but in high school in particular - shortly addresses fundamental needs as much individually as socially, since people tend to ignore its essential functions or misunderstand the concepts it involves, precisely because their implications are so general that they shouldn't be analyzed in separated contexts, school and society, as far as they are, with respect, one a component of the other but the other being the expression of the first one in a long term. By observing both components as a whole, Dewey proposes a model that doesn't necessarily apply to actual issues or give factual solutions, but at least redefines "education" by integrating inherent aspects to human nature in its double acception - as a group as much as an individual -, which reveals the values traditional education still mostly hides. I deliberately took the initiative of question what high school didn't explained to me, and probably often forget to ask itself. In what ways education serves people in the aim of blooming personally and socially ?

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