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WRITINGS In this number of the *Dewey Newsletter*, all the latest bibliographical information is emphasized. However, please don't become engrossed in the details to the extent that you overlook the abstract of John D. McDermott's dissertation, "John Dewey: Ethical Inquiry and the Psychological Standpoint," which appears as the last item. Although a few recent articles about Dewey are called to your attention in this *Newsletter*, we have made no attempt to provide full and complete listings of this kind of material. The work goes on, however, and Southern Illinois University Press will publish next year a Checklist of Writings about John Dewey, 1892-1969. The book will include both published and unpublished writings (chiefly theses and dissertations), reviews, and--most important of all--thorough indexes.

RECENT ARTICLES Sidney Hook's address "John Dewey and the Crisis of American Liberalism" at the John Dewey Conference at Antioch College in May appeared in the Summer 1969 *Antioch Review*, pp. 218-33, in a symposium entitled, "John Dewey, Randolph Bourne, and the Rhetoric of Resistance." The two articles which follow in that same number may also be of interest to Dewey students:

Daniel Levine. "John Dewey, Randolph Bourne, and the Legacy of Liberalism," pp. 234-44.

Tom Curtis. "Bourne, Macdonald, Chomsky, and the Rhetoric of Resistance," pp. 245-52.

In addition, we note several articles which have recently appeared in other journals:

D. Gerber. "A Note on Woody on Dewey on Austin." *Ethics* 79 (1969): 303-8. [In response to Susan Minot Woody, "The Theory of Sovereignty: Dewey Versus Austin." *Ethics* 78 (1968): 313-18.]

Alan Cywar. "John Dewey: Toward Domestic Reconstruction, 1915-1920." *Journal of the History of Ideas* 30 (1969): 385-400.

Donald P. Kuspit. "Dewey's Critique of Art for Art's Sake." *Journal of Aesthetics and Art Criticism* 27 (1968): 93-98. [Response by Lincoln Rothschild, and rejoinder by Kuspit, *ibid.* 27 (1969): 461.]

DOCTORAL
DISSERTATIONS
ON DEWEY

In an attempt to keep up-to-date the information about doctoral dissertations completed since the publication of M. H. Thomas' *Centennial Bibliography* in 1962, this *Newsletter* has listed such studies in Vol. I, No. 4; Vol. II, No. 1; and Vol. III, No. 3. Three others can now be added:

Keenan, Barry. "John Dewey in China." Ph.D. dissertation, Claremont Graduate School, 1969.

Dicker, Georges. "Knowing and Coming-to-Know in Dewey's Theory of Knowledge." Ph.D. dissertation, University of Wisconsin, 1969.

Spees, Emil Ray. "Philosophy: A Base for College Student Personnel Work." Ph.D. dissertation, Claremont Graduate School, 1969. [Dewey, pp. 67-96.]

CLASS
LECTURE
NOTES

A number of sets of lecture notes from John Dewey's classes have been located since the last listing in this *Newsletter*. The basic list appeared in Vol. I, No. 3, July 1967, pp. 14-16. Additions were made in Vol. II, No. 4 October 1968, p. 19. Now we add the following:

1. 1887. "Speculative Psychology." [Professor John Dewey, 23 February 1887.] Class lecture notes by C. E. Goddard, University of Michigan. Michigan Historical Collections, University of Michigan. 180 handwritten leaves.

2. 1891-1892. "Movements of Thought in the Nineteenth Century." Class lecture notes taken by Edwin Peck, University of Michigan, 6 Oct. 1891-16 June 1892. Michigan Historical Collections, University of Michigan. 36 typewritten leaves.

3. 1892. "English Transcendentalism." Class lecture notes by Edwin Peck, University of Michigan, 25 February 1892-16 June 1892. Michigan Historical Collections, University of Michigan. 23 typewritten leaves.

4. 1894. "Several Lectures in Anthropological Ethics, '94," by Charles H. Cooley. Michigan Historical Collections, University of Michigan. 158 handwritten leaves and 2 typewritten leaves.

5. 1902. "Sociology of Ethics." Class lecture notes of Dr. W. C. Keirstead, University of Chicago. Autumn, 1902, 206 pp.; Winter, 1903, 149 pp., New Brunswick Library, Fredericton, Canada.

6. 1903. "Theory of Logic." Class lecture notes of Dr. W. C. Keirstead. Autumn 1903, 194 pp.; Winter, 1904, [3]-

12 pp. [These appear to be the same notes as those in the H. H. Bawden Collection, St. Louis University. This set, however, includes one page of holograph notes in Dewey's hand.] New Brunswick Library, Fredericton, Canada.

EDUCATIONAL LECTURES In an earlier listing (Vol. II, No. 3, p. 13), the published *Educational Lectures* that Dewey gave at Brigham Young Academy Summer School were dated [1894?]. Mr. Chad J. Flake, Librarian in Special Collections at Brigham Young University has unearthed the information that the *Lectures* were presented in the summer school of 1901. Mr. Flake writes that the *White and Blue* student publication of Brigham Young Academy also ran the lectures in their November issue of 1901.

DEWEY'S WRITINGS AND SPEECHES Previously unknown writings, addresses, and interviews by Dewey continue to appear. To those noted in Vol. II, Nos. 3 and 4, should be added:

1. "The Interpretation of Literature," *University Record* [University of Michigan], I (February 1892), 88. [Report and abstract of an address.]
2. "Ethics and Politics." Report of an address in December 1893 to the Philosophical Society. *University Record*, University of Michigan, III (February 1894), 101-2.
3. [Discussion of address by William T. Harris], *Kindergarten Magazine*, XI (May 1899), 608.
4. "Present Tendencies in College Education." In *College Requirements and the Secondary Curriculum*; addresses presented at the Educational Conference held at the University of Vermont in connection with the inauguration of Guy Potter Benton as President of the University, October 5, 1911, p. 5. Published by the University of Vermont, Burlington, Vermont, 1911. [Quotations from the address which was not published.]
5. [Statement on Scholasticism], 14 November 1923. [Answer to questionnaire of Celestin J. Steiner, St. Louis University.] Re-typed, 1 p.
6. "The Federal Government and Unemployment." *People's Lobby Bulletin*, Vol. I, No. 8 (Dec., 1931), p. 5.
7. "Democracy Joins the Unemployed." Address delivered at the annual conference, L. I. P. A., Hotel Hollenden, Cleveland, Ohio, 9 July 1932. New York: League for Independent Political Action, 1932. 4 pp.

8. "Foreword," in "Method" by H. Heath Bawden. Unpublished typescript, 1944, owned by Ralph Gregory, Stoutsville, Missouri, pp. 1a-e.

9. "America's Philosopher Attains an Alert 90." *New York Times*, 16 October 1949, pp. 74-75. [Interview with Irwin Edman.]

VOLUME 3 Volume 3: 1889-1892, *Early Essays and OUTLINES OF A CRITICAL THEORY OF ETHICS*, will be published before another number of this *Newsletter* appears. All the work is on schedule, which means that bound books will reach the publisher in late November of this year. This volume has several features that make it exciting--in addition, of course, to the usual excitement attendant on

THE EARLY
WORKS OF
JOHN DEWEY

appearance of another volume in *The Early Works of John Dewey, 1882-1898*. There is a Note on *Applied Psychology* which describes in detail the textual evidence disproving Dewey's co-authorship of the book; there are "Angle of Reflection" articles not previously attributed to Dewey; and published for the first time is Dewey's own revised version of "The Present Position of Logical Theory." The corrected galley-proof (partly reproduced in facsimile) yielded many changes from the *Monist* form of this important article, and all the differences are listed in Volume 3.

PROGRESSIVE Under an agreement with the John Dewey Society, all volumes of *Progressive Education* magazine are being reprinted and issued by Kraus Reprints, Inc. At this moment there is no definite word when the volumes will be ready, but Kraus will be sending promotional material and catalogues with fuller information very soon. This lively, pioneering journal has not been available since it stopped publication in 1957 and libraries will now be able to complete and to replace volumes that are still widely used.

EDUCATION
REPRINTS

THE JOHN If you are interested enough in John Dewey's thought to be reading this *Newsletter*, you would probably enjoy and benefit from becoming a Fellow of the John Dewey Society. A postcard to the Editor of the *Newsletter* will bring you by return mail a brochure about the Society, its activities, and its publications.

DEWEY SOCIETY

JOHN DEWEY: ETHICAL INQUIRY AND THE PSYCHOLOGICAL STANDPOINT
[Abstract of Ph.D. Dissertation by John Donovan McDermott,
Notre Dame University, 1969]

This dissertation is a study of John Dewey's ethical theory and of the relationship of this theory to his psychological views. The first chapter is an examination of Dewey's work during the first twenty years of his philosophical career; Chapter II, a study of Dewey's mature psychology; Chapter III, a further consideration of one specific aspect of Dewey's psychology--his theory of inquiry; and the fourth chapter, an elaboration of Dewey's ethical theory--his theory of ethical inquiry--in the context of his general theory of inquiry. The final chapter recapitulates the main points made in the preceding chapters and then presents Dewey's own criticisms of his theory.

Chapter I places Dewey in historical perspective. Until 1889 Dewey was a staunch Neo-Hegelian, and he never wholly repudiated this idealism of his early years. Thus a knowledge of what he took with him and what he left behind when he divorced Hegel is extremely helpful for gaining an understanding of his mature thought. Equally helpful is a knowledge of Dewey's attitude toward the new psychology, and therefore much of this chapter is devoted to a study of the influence of G. Stanley Hall and William James. The first chapter ends with an examination of Dewey's post-Hegelian ethical theory; I try to show that his ethical views did not change significantly between 1891 and 1939.

In the second chapter Dewey's psychological views are considered at length. The first part of the chapter is a consideration of Dewey's notion of human experience. Human or cognitive experience is broadly classified by Dewey as either aesthetic or cognitional. In the second part of the chapter we find that for Dewey the science of cognitive experiencing is psychology. Since, as I show in Chapter IV, moral experience is the integration of aesthetic and cognitional experience, it should already be apparent just how important an appreciation of Dewey's psychology is for gaining an understanding of Dewey's ethical theory.

Chapter III continues the investigation of Dewey's notion of experience begun in Chapter II. In that chapter aesthetic experience was emphasized thereby bringing to light the arational dimension of Dewey's philosophy. In this chapter cognitional experience, and logic--the science of cognitional experiencing--is emphasized bringing to light the rational dimension. All that now remains to be done in the fourth chapter is to show how Dewey's general theory of inquiry coupled with his aesthetics leads to a theory of ethical inquiry.

Chapter IV begins with an examination of Dewey's social psychology. The individual (biological) psychology of Chapter II which described human behavior in terms of impulse and cognition is here broadened to include habit. This revised description of human activity leads us directly to Dewey's ethical theory, which is, in fact, no more than the study of the significance and value which attach to the habit-impulse-cognition-habit experience. Dewey described this significance and value with a different, but parallel, set of terms: prizing-appraising-prizing. By describing the interrelationships of prizing and appraising, Dewey is able to point out how moral conceptions and processes grow naturally out of the very conditions of human life.

In the conclusion the main points made in Chapters II, III, and IV are briefly brought together. The incompleteness of Dewey's ethical theory is then pointed out, but it is also pointed out that Dewey's theory will become more complete as psychology becomes an older science.

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