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THE DEWEY NEWSLETTER

The Center for Dewey Studies

SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE • Carbondale, Illinois 62901

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ADDENDA TO
DEWEY
BIBLIOGRAPHY

Thanks to the continuing research and good offices of John Slater, Ken Blackwell, M. Halsey Thomas, Albert Tannler, and Patricia Baysinger, seven previously unknown Dewey items can be added to the Dewey bibliography. In chronological order, they are:

1. "Philosophical Society," statement by John Dewey in the *Castalian* [University of Michigan (see *The Early Works* 3: lxiii)], Vol. VI (1891), p. 175.
2. "Pedagogy: -- Memorandum," [to President W. R. Harper], Presidents' Papers, 1899-1925, Special Collections, the Joseph Regenstein Library, University of Chicago. Unpublished.
3. "Psychology of Social Behavior," Ichabod Spencer Lectures in Psychology, published in summary, *Union Alumni Monthly*, Vol. III (1914), pp. 309-26.
4. "Report of Committee I, University Ethics." Signed by John Dewey, Chairman. *Bulletin of the American Association of University Professors*, Vol. III (1917), pp. 10-12.
5. *Apostles of World Peace: Salmon O. Levinson*, (n.p., n.d.), pamphlet reprinted from *World Unity Magazine*, May 1929. 7 pp.
6. "John Dewey: Why He Selected 'Democracy and America'," in *This is My Best*, ed. Whit Burnett (New York: Dial Press, 1942), pp. 1099-1100. [Precedes reprint of selection from *Freedom and Culture*.]
7. Letter to the Editor, *Saturday Review of Literature*, 14 October 1944, p. 29. [On Henry Hazlitt's review of Ayers's *The Theory of Economic Progress*, *ibid.*, 15 July 1944, p. 38.]

In addition, the University of Michigan Historical Collections holds in the Eliza Jane Read Sunderland Papers several student notebooks on courses given by Dewey between 1890 and 1892. The titles are:

Introduction to Philosophy
Real Logic
Kant's Critique of Pure Reason
Caird's Critical Philosophy of Kant
Hegel's Logic
Movements of Thought in the Nineteenth Century
Ethical Problems

ADDENDA TO EARLY WORKS Two of the newly-discovered items appeared in 1891 and 1894; they would have been included in the published volumes of *The Early Works* if they had been known. The plan for Dewey's Collected Works provides for a volume of Miscellany following The Later Works, 1925-1952, but as that volume will not be published for a number of years, the *Dewey Newsletter* will, when possible, include addenda to volumes already in print. Dewey's *Castalian* statement, "Philosophical Society" follows:

Philosophical Society

[*Early Works*: III]

Philosophical Society was organized in the second semester of 1884. The first officers were Professor Morris, President; Miss M. S. Case, Vice-President; Mr. W. S. Hough, Secretary and Treasurer. The two latter are now themselves teachers of philosophy, in Wellesley College, and the University of Minnesota respectively. The Society was formed with the purpose of encouraging personal study in philosophical matters, the application of philosophy to literature and history, and of awakening an interest in philosophical discussion. It has held forty-six meetings, and had over two hundred active members. Under its auspices have been published the series, of four numbers each, of Philosophical papers. Other papers read before it have also been published separately. At present it meets on the third Thursday of every month. All students attending any philosophical course in the University are eligible for membership. There is an annual due of twenty-five cents.

John Dewey

PEDAGOGY:--

MEMORANDUM

EARLY WORKS: IV

Several early Dewey items, including important correspondence, had until recently been mistakenly filed among University of Chicago Presidents' Papers that are still restricted. When the Board of Trustees authorized transfer of the materials into Special Collections Presidents' Papers, 1899-1925, they became available for study. The Dewey memorandum to President Harper [n.d., December 1894?] would seem to be his first specific suggestion for the University of Chicago Elementary School, and therefore a significant addition to the history of the School. Even more importantly, this memorandum is Dewey's first detailed proposal for a separate Department of Pedagogy at the University of Chicago and his explanation of the need for such a department. It is published here by permission of the University of Chicago.

PEDAGOGY:--MEMORANDUM.

If the work undertaken and planned in psychology and ethics is to be what it should be, it is highly important that it be closely related to work in pedagogy. Even if the opportunity for a department in pedagogy were not the most (as it is in my judgment) the most promising of any now offered to a Univ.--especially in the west--it is a practical necessity in order to give practical illustrations of checks upon the work in Psychology and Ethics.

On the other hand, the work thus far done in Pedagogy in this country has been comparatively useless; it has been mechanical and vague because separated from psychology and social ethics, or else an artificial deduction from a purely deductive psychology. Ethics and Psychology are to Pedagogy, rightly undertaken, what the theoretical study of scientific principles is to work in a laboratory. Both suffer equally from division. Even in Europe they have not except at Jena begun to realise the possibilities of work in education. It is possible to go much further in this country than even at Jena, because in the absence of central official organization here, the tendency to turn to the Univ. for the guidance there got from the Government is strong and growing every day.

It is my honest and firm conviction that the American Univ. which first sees rightly the existing situation in education and acts upon the possibilities involved, will by that very fact command the entire Univ. situation. I also firmly and honestly believe that Chicago is the most ripe place in America for undertaking this work.

DETAILS.

1. An educational museum, that is collections of apparatus, charts, books illustrating teaching of subjects; plans, architecture etc., of schools, etc., etc.

2. A staff, at first of two or three, ultimately of five or six specialists in various directions and at the same time with personal knowledge of public school work. This staff to divide their time between visiting schools, lecturing in the Univ. on methods of teaching in their particular branch.

a. This will bring University into direct contact with preparatory schools. The advantages of this do not need to be stated. Even such an occasional visiting of schools by a committee, a day or a two at a time, in Mich., has turned students greatly in that direction; besides, it has given the Univ. a hold on the school curriculum. If such results have been got in this unsystematic way, we might be hopeful as to the results of regular organization.

b. It would ensure real and practical teaching in methods. The present tendencies in Univ. chairs of pedagogy to vague and unrelated theorizing would be made impossible.

c. Advanced students could be taken out on the visits and study educational conditions at first hand.

d. The University would get into such connection with the schools as to be able to recommend teachers more directly and systematically and thus not only afford an outlet for its teachers, but get a direct supervision over and control of school methods.

3. A practice or experimental school, such as now exist at Jena and Columbia, extending ultimately from kindergarten clear up.

The need for this is self-evident. As to its costs, it could be started in a small way, and with no expense to the Univ., being unofficially unconnected, yet with the encouragement of the Univ. authorities and under the control of the dep't. of phil. As it grew, it could finally be officially assimilated to the University.

This is the ultimate flower of the whole scheme. Existing Universities and even Normal Schools are simply training individual teachers. The advance will come by joining this to a direct reaction upon and readjustment of the existing school.

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THE ETHICAL
THEORY OF
JOHN DEWEY

The John Dewey Essay Project, jointly sponsored by the John Dewey Foundation and the Center for Dewey Studies, has now been announced formally. Interest in the Project, as evidenced by mail and telephone inquiries, is widespread and strong. If any *Dewey Newsletter* reader has failed to see the flyer, please write to the Center for Dewey Studies. Specific rules for participants are also available now.

TWO NEW
PUBLICATIONS

The Chief Glory of Every People: Essays on Classic American Writers, ed. Matthew Brucoli (Carbondale: Southern Illinois University Press, 1973) was published in April. The "classic American writers" mentioned in the title are those whose works are being published according to the guidelines and principles of the Center for Editions of American Authors. Essays about these writers were written by scholars not directly involved in the editing and publishing activities. John Dewey is, of course, the only philosopher among the twelve writers. The essay about him in *The Chief Glory* (pp. 53-76) is "The Relevance of John Dewey's Thought," by Sidney Hook.

The long-awaited and long-needed detailed biography, *The Life and Mind of John Dewey* by George Dykhuizen (Carbondale: Southern Illinois University Press), was published in September. The *Library Journal* has already called it "a must."

1894 PORTRAIT
OF DEWEY

To set the record straight, the portrait of Dewey at thirty-five that appears in *The Life and Mind of John Dewey* and that has been used to call attention to *The Early Works* is no longer at the University of Michigan. The photograph caption states correctly, though perhaps somewhat misleadingly, that the portrait "was placed in Newberry Hall at the University of Michigan a few days before Dewey left for Chicago." Some time after Dewey had left the University, the portrait found its way into storage. For the last several years, it has been in the private collection of Professor Philip Smith of Ohio State University.

CHECKLIST OF WRITINGS
ABOUT JOHN DEWEY,
1886-1973

The Checklist of Writings about Dewey is now in press, with an expected publication date of spring 1974. An attempt is being made to include all 1973 material that can be located, and the editors would be pleased to get a note or card about any item--published or unpublished--on Dewey that may possibly be overlooked because of recency of appearance. The Checklist will have four sections: Published Writings, Unpublished Writings, Reviews of Dewey's Writings, and Reviews of Works about Dewey.

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