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THE DEWEY NEWSLETTER

The Center for Dewey Studies

SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE • Carbondale, Illinois 62901

Volume VIII

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DIEGO RIVERA

AND

JOHN DEWEY

Sidney Hook recently presented to the Center for Dewey Studies a charcoal drawing of John Dewey by Diego Rivera. Professor Hook's accompanying statement reads:

This portrait of John Dewey was drawn by Diego Rivera in 1937 at Coyoacán, Mexico, at the time of the Preliminary Commission of Inquiry into the Charges Made against Leon Trotsky in the Moscow Trials. It was presented to Mrs. Robert Latham George in whose home the proceedings were conducted. Upon her death, it came into the possession of her daughter, Mrs. Adelaide Walker, of New Haven, Connecticut and Maine (summer residence) who presented it to me as a gift because of my relationship with John Dewey. The portrait is signed both by Diego Rivera and John Dewey.

The portrait has been appraised by the Art Dealers Association of America at \$4,250. It now hangs in the Rare Book Room, Morris Library, Southern Illinois University at Carbondale. A copy is included in this number of the *Newsletter*.

Dewey's role in the Trotsky Inquiry Commission is discussed in some detail in George Dykhuizen, *The Life and Mind of John Dewey* (Carbondale: Southern Illinois University Press, 1973), pp. 280-84.

NATIONAL ENDOWMENT

FOR THE HUMANITIES

The National Endowment for the Humanities has approved a grant of \$104,123 to the Center for Dewey Studies for twenty-seven months starting 1 January 1974, to assist in editing Volumes 1-3 of *The Middle Works of John Dewey, 1899-1924*, and to train two persons in textual editing. "Textual editing trainees" have been employed and are already contributing significantly to the editorial work, which is now moving much faster.

CORLISS LAMONT

UNDERWRITES

VOLUME 1

Volume 1 of The Middle Works was inspected in April by a representative of the Center for Editions of American Authors, who recommended that the volume be awarded the "Approved Text" seal.

Thanks to a most generous commitment from Corliss Lamont, early publication of Volume 1 of The Middle Works is assured. Dr. Lamont has underwritten the manufacturing costs for this volume, which includes Dewey's publications for 1899-1901--Essays, *The School and Society*, and *The Educational Situation*.

DEWEY AND

THE REVISIONISTS

Recent revisionist interpretations of Dewey's work in various fields have provoked a number of responses, some as yet unpublished. The latest number of *Studies in Philosophy and Education* (8 [1974]), a symposium with contributions by Arthur Wirth, Richard LaBrecque, and Robert Sherman, has much factual and insightful material on Dewey's role in several social and political arenas.

Dewey's part in the 1918 study of the Polish situation in Philadelphia has been a key issue in the latest controversies. Thanks largely to the efforts of Christopher J. Eisele of Ohio State, we can list for *Newsletter* readers a number of sources and materials to help serious students of the Polish study base their investigations on factual documents. Dewey's own printed *Confidential Report: Conditions among the Poles in the United States* (Washington? 1918), 80 pp. is only in the University of California at Berkeley library and the Wilson MSS in the Library of Congress, despite the apparently wide distribution of it when it was made. Related materials are located in three collections:

1. Modern Military Division, National Archives, Washington:

- a. Memorandum, unsigned, for Major [H. T.] Hunt, Military Intelligence Bureau, 3 September 1918, 6 legal-size pages, which begins, "On Saturday, August 17, Prof. John Dewey came from Philadelphia at the request of Mr. Hayes to discuss Polish affairs and to come into the Polish convention." The report discusses "the Polish situation," at length and summarizes the conversations with Dewey, saying, "The burden of Prof. Dewey's talk was an elaborate criticism of the Polish National Department and the coming convention which had been called by the Department to meet in Detroit on August 26th."
- b. Dewey's letters to Major H. T. Hunt, 20 September 1918 (transmitting six copies of his printed *Confidential Report*), to Captain A. V. Dalrymple (transmitting three copies of the *Report*), to

Captain Uterhart, and Lieutenants Horgan and Montgomery (also with copies of the *Report*). No copies of the *Report* itself are now available in the Archives.

Dewey mentioned in his letter to Major Hunt, "I am also sending one [copy] to my old friend Mr. Hayes, whose exact military title I do not know." The letter to Hayes and that copy are also missing.

- c. Memorandum from Captain Hamilton J. Smith to Captain A. V. Dalrymple acknowledging receiving a copy of Dewey's *Report*.
 - d. Dewey's letter to Captain (name razored out, Uterhart?) 22 August 1918, 2 pp.
 - e. Memorandum to General M. Churchill signed A. V. Dalrymple, "The Polish Situation - giving the K. O. N. side of the Controversy," 2 October 1918.
2. Edward M. House Papers, Yale University Library:
- a. Dewey to Colonel House, 12 August 1918, 1 p.
 - b. Dewey to Colonel House, 23 August 1918, 1 p., with carbon of letter to Captain Uterhart, 22 August 1918, 2 pp.
 - c. Dewey to Colonel House, 20 September 1918.
 - d. Dewey, "Preliminary Confidential Memorandum re Detroit Convention," 19 August 1918. 5 legal-size pages.
 - e. Dewey, "Second Preliminary Memorandum - Confidential Polish Conditions in this Country": Publicity, 23 August 1918, 2 pp. [Both memoranda are printed in Louis L. Gerson, *Woodrow Wilson and the Rebirth of Poland, 1914-1920* (New Haven: Yale University Press, 1953), pp. 149-56.] This second memorandum is not signed by Dewey, but in the September *Confidential Report* he makes clear both were his. He wrote, "Two preliminary reports covering more urgent phases of the matter have been handed in, one on August 19, regarding the Detroit Convention and another of August 23 on publicity for Polish affairs." Some material from these memoranda appears in the *Confidential Report*.
 - f. Herbert Croly to Colonel House, 3 August 1918, related to Dewey.
3. Woodrow Wilson MSS, Manuscript Division, Library of Congress:
- a. Dewey to Wilson, 25 September 1918, Series 4, No. 2950. Copy of *Confidential Report*.
 - b. Wilson to Dewey, 4 October 1918, Series 3.

- c. Wilson to Dewey, 4 October 1918, Series 4, No. 2950.
- e. N. Hapgood to Mrs. Dewey, 15 September 1916, letter and statement, Series 4, No. 510.
- f. Tumulty to Wilson, 3 October 1918.

[These entries are not annotated because they have not yet been examined; items a-d and f are discussed by Gerson, *Woodrow Wilson and Rebirth of Poland*, pp. 90-92.]

QUERIES (1) Does any reader have information about Dewey's "old friend, Mr. Hayes," whom he mentioned in his 20 September 1918 letter to Major Hunt, and at whose request he went to Washington in August 1918?

(2) Can any person help locate Louise Levitas, the daughter of Anzia Yezierska (Levitas)? Anzia Yezierska participated in the Polish study and is listed by Dewey in the *Confidential Report* as "A. Levitas."

DEWEY ON UNEMPLOYMENT Among the 1931 correspondence between Benjamin Clarke Marsh and John Dewey, is a two-page, double-spaced typewritten introduction by Dewey to Marsh's "little book on unemployment." Efforts to locate the "little book" have so far been unsuccessful; the introduction is reproduced here in the hope someone may know where it can be found, and because Dewey's statement has continuing relevance.

Introduction

The question of unemployment is to the fore; it is the chief issue of the day. Although itself a symptom, an effect, it dramatizes in a vivid human way the breakdown of our economic and political system. Poverty, distress, suffering are always tragic; when they affect persons able and willing to work, when they affect millions whose greatest desire is to do some form of useful labor in order to support their families and themselves, the situation is socially disgraceful, as well as tragic to individuals. The evils which unemployment entails cannot be measured by malnutrition, by

tendency to starvation, by exposure to illness due to lack of sufficient food. Nothing is so completely disheartening and so demoralizing; it takes away nerve and eats into moral fibre. Nor are the evils confined to those actually unemployed. The fear of being thrown out of a job haunts millions more. The average worker today is living in a state of mental and moral insecurity. His whole family shares the moral disturbance.

Human sympathy and a sense of justice demand that something be done. It will doubtless be a long time before the fundamental causes of unemployment are removed. No one can tell how far economic changes must go, how far the capitalistic system must be changed, in order to insure work for all who are capable of useful service to society. But there are two principles that cannot be denied. Organized society is responsible for alleviating the distress due to unemployment; any social order has an obligation to take care of the wreckage caused by its operations. In addition, society has the responsibility to do what it can to relieve its members from the fear of impending loss of work. Aside from the immediate effect of unemployment insurance in helping families whose breadwinner has no work, a system of insurance would do much to lessen dread for the future. This very fact would do more than can be told to stimulate consumption, and hence trade and production, and thus help stabilize industry.

Carlyle once remarked on the spread of contagious disease from slums to the homes of the well-to-do. He said that it was one way of proving that all men are brothers, and are their brothers' keepers. That the effects of unemployment spread through modern industrial society and have disastrous consequences for the manufacturer, the store-keeper and the farmer the present situation demonstrates. Some kind of systematic action is more than a measure of benevolence and even of justice to the worker. It is a measure of self-protection for all engaged in production and distribution of goods and services.

This little book by Mr. Marsh contains an impressive statement of the facts of the case, and makes a powerful plea for ample federal aid to state systems of unemployment insurance. The plan leaves the states free to adopt whatever system each local unit judges best. But it emphasizes the national aspect of the situation and the consequent need for national action. The moral effect of federal action would be as significant as its direct financial aid. As Executive Secretary of the People's Lobby and by long residence in Washington, Mr. Marsh has had access to the facts as far as anyone can get at them in our haphazard system, and is in constant contact with the play of political forces. His

presentation of the situation has a claim upon the most serious attention. Not all will accept the remedy he urges, and to which the People's Lobby is committed. But even such persons cannot fail to be impressed by his facts and figures. They cannot fail to see that there is something basically in need of remedy. The less they accept the proposed plan, the greater is the obligation upon them to come forward with some workable and efficient remedial plan.

ADDENDA Three new items that have not appeared in published bibliographies of Dewey's writings:
 TO
BIBLIOGRAPHY 1. "The Irrepressible Conflict," *League for Independent Political Action News Bulletin* 1 (January 1931): 4.

2. Editorial [Dewey was Chairman of Board that is speaking in Editorial] *League for Independent Political Action News Bulletin* 1 (February 1931): 1.

3. "After the Election--What?" *League for Independent Political Action News Bulletin* 1 (November-December 1932): 1.

DEWEY A large amount of "second-hand" Dewey material
 ON --for example, reports and summaries both published and unpublished--was, by policy, not included in volumes of The Early Works. We reprint here one such item that is a brief, early formulation of Chapter V of *The School and Society* (1915 edition), "Froebel's Educational Principles," which will be Chapter 6 in the critical text in Volume 1 of The Middle Works.

The Kindergarten Conference

[From the *University (of Chicago) Record* 2 (1897): 49-50.]

Head Professor Dewey opened the conference by a brief address on the psychology of Froebel. He confined his remarks to two points,--the reason why Froebel was the founder of a new system of education, and a comparison between his

principles and his practice as carried out by Froebel himself and his followers.

Froebel's claims to rank as an educational reformer rest mainly on three fundamental positive principles. The first is that activity is the instrument of knowing. Before this the emphasis had been laid on sensation, in which mind is relatively passive. Froebel showed that mind is active, and that the world built up as the result of one's own effort is the only one of value. This was a complete change of attitude, and it resulted in a new conception of education.

The second principle is that of the organic unity of mind and body, for the expression of which Froebel designed the games and occupations. This means that in education the balance must be kept between the impulse which arouses the activity and the form of doing through which that impulse finds expression.

The third principle is the conception of the law of mind which always refers a thing to some larger whole. The law of unity thus expressed was a protest against the isolation of ideas characteristic of the psychology of the time. This unity follows a certain principle in its growth; we have first the unity, then the differentiation, and lastly the return into a unity enriched by the separation. The law in question thus gives a principle of development, which if true for the child of from four to six years, must be equally true for all ages, and hence applicable to all education.

The weakness of Froebel's practice was that it did not conform to these principles, since it failed to discriminate between the functions of logic and of psychology. It was characteristic of his time to substitute metaphysics for psychology, and Froebel's attitude, that of the philosopher, not of the psychologist, laid the foundation for his system of symbols. Symbolism is the substitution of the adult or logical point of view for the child's which is the psychological one. The child's play is reality to him; when he plays that acorns are cups, they perform that function, and hence are not symbols but realities. A thing cannot symbolize another until there has been the experience of the other. The same is true of the child's so-called dramatic tendency. The dramatic action is reality, not play, to him; it is make-believe to the on-looker only.

The second weakness in Froebel's practice is its over-formulation. If a law is valid it need not be formulated with each experience. Formulation is a result of analysis

and consequently when made excessive, his own principle of unity or totality is violated and the work becomes mechanical, not vital. It is not always necessary to begin with the unity. The child will find his own, as well as the differentiations. Over-emphasis of the mathematical, and a too rigid adherence to the sequence are other examples of overformulation and a too conscious analysis. To give the logical whole first is to deaden the interest.

The third weakness is the mechanical use of the principles of imitation and suggestion. Psychological imitation is the mode in which a child builds up his experience. If it is not this, it is mechanical and of little value. It may apparently be imitation without being real imitation, or the appearance of play without being true play.

Another more general criticism is that the materials Froebel devised have been adhered to too closely in general practice. The question is how to carry out the spirit of Froebel. If this is done, any and all material, whether or not of Froebel's devising, may be made of service.

Please direct all correspondence to: Jo Ann Boydston, Editor
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John Dewey Research Fund

The John Dewey Foundation announces the establishment of a Dewey Research Fund to be administered by the Center for Dewey Studies, Southern Illinois University at Carbondale. The purpose of the fund is to support and encourage Dewey studies by helping scholars and students to defray research-related costs such as manuscript searching, travel, purchase of and copying research materials, typing of manuscripts. Although grants are not limited to the particular expenses listed, grants will not be made for subvention of publication.

Applications may be made at any time but awards will be made only twice each year. All proposals received before January 1 will be acted on by 15 February; proposals received before July 1 will be acted on by 15 August.

Proposals should be made on a standard form available from the Center for Dewey Studies, Southern Illinois University, Carbondale, Illinois 62901.

Upon completion of the project for which a grant is made, the researcher will submit to the Center for Dewey Studies a final report of expenditures and accomplishments.



To Mrs George, from the
Inquire Commission
in Copacabana 17 April 1927
Diego Rivera (John Dewey)