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# THE DEWEY NEWSLETTER

*The Center for Dewey Studies*

SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE • Carbondale, Illinois 62901

*Volume X*

*Number 2*

*October 1976*

## "NEW" STATEMENT

BY JOHN DEWEY

it is another striking example of the contemporaneity of such a large part of Dewey's writing.

Thanks to the sleuthing of Kenneth Blackwell of the Bertrand Russell Archives we are able to reproduce a previously unknown statement by Dewey. It appeared in the *New Student* 3 (1923): 1-2. We include it not only because it is an addition to the Dewey corpus, but also because

## MAKING EDUCATION A STUDENT AFFAIR

Mr. Bertrand Russell has somewhere written to the effect that in reaction against the tendency of conservatives, who are attached to institutions as they exist, to capture the minds of the young in support of their doctrines, reformers often adopt similar tactics and try to utilize education to instil their pet doctrines. Thus the youth themselves "are not considered by either party; they are merely so much material, to be recruited into one army or the other."

These words seem to me to suggest the answer to the question as to what students can do to make education their own affair. This answer when expanded is that students should cut loose as far as possible from both camps, an emancipation that can be accomplished only as far as they make the development of their own THINKING their primary concern. As far as this policy is opposed to the policy of reactionaries who are afraid in general of any exercise of independent thought, and who insist in particular that the young are not competent to engage in it, it leans to the liberal side. But it fastens attention upon the fact that the only intelligent radicalism is that of thought which at least tries to penetrate beyond the surface of things and get at roots, causes. Any other "radicalism" is thoughtless partisanship.



There is of course no such thing as just thinking by itself. Thinking is a matter of the way in which subject-matter is observed and investigated. And it makes considerable difference in the nature and consequences of thought what subject-matter is chosen. Much that passes for thinking is hardly more than technical manipulation; it results only in specialized habits of thought, which, while they may be effective in limited fields, do not apply to the larger problems and issues of life. For this reason students who wish to make education their "own affair," not merely in college days but always, will find subject-matter that relates to social life most fruitful for their purposes. They will need to equip themselves with the materials and methods of more special fields, but they will also be alive to the bearing of these materials and methods upon the distinctively human issues of the present.

For the average student, the distractions and congestions that attend college days are more serious foes to such an education than any deliberate attempt of sinister influences to control beliefs. Thinking is work, and involves a certain amount of detachment from surroundings and of resistance to the pressure of their demands. Fortunately, while thinking is serious work it may also become an enlivening delight. But for most persons this is an achievement that has to be won; it does not come of itself. Hence one of the things that students most need to do in order to make education their own affair is to influence the standard of scholastic living till thinking becomes respectable rather than a suspected and covert undertaking. The thrills of partisanship are no substitute for the enlivenment that may thus be brought about.

\* \* \* \* \*

DEWEY	From Ken Blackwell comes also the advertisement for <i>Youth Magazine</i> , a publication in English that is apparently not American or British but probably Indian. The advertisement says that "The Youth Magazine presents the prose and poetry of young writers and the graphic presentations of the works of young artists and of those expressing the ideals and the spirit of Youth. Such as: A.E., Henri Barbusse, Witter Bynner, H. Chattopadhyaya, James Cousins, Ananda Coomaraswamy, John Dewey,
AND	
YOUTH	



Kahlil Gibran, Eugen Hoeflich, John Haynes Holmes, Tien Tao Liu, Yone Noguchi, Paul Richard, Romain Rolland, Bertrand Russell, Rabindranath Tagore, Norman Thomas, T. L. Vaswani, Wilfred Wellock, Harry F. Ward."

Is any *Newsletter* reader aware of possible holdings of *The Youth Magazine* in this country?

\* \* \* \* \*

JOHN The next two paragraphs were written by George Dykhuizen, Dewey biographer of the University of Vermont:  
AS

ADAM The following anecdote about Dewey was told me some time ago by Mrs. John Stuart Romig of Philadelphia. Mrs. Romig related that the Dewey summer cottage on Lake Sawlor in Hubbards, Nova Scotia, was next to that owned by her and her husband. The Romigs were considerably younger than Dewey but were close friends nevertheless. One afternoon Mrs. Romig was walking along the path which connects the several cottages, munching an apple as she went. While so engaged she met Dewey, also out for a walk. Spying her apple Dewey asked, "Won't you give me a bite of your apple, Eve?" Rising to the occasion Mrs. Romig replied, "At your own risk, Adam." When word of the encounter circulated among the cottagers, it created considerable merriment, and "from that day in 1934," writes Mrs. Romig, "he became Adam to all our group."

This anecdote is worth noting because it explains why Dewey addressed Mrs. Romig as Eve in his many letters to her and signed himself Adam, while she, in turn, always addressed him as Adam and signed herself Eve. It also identifies the person who signed himself Adam on the list of close friends on a plaque in the hallway of the Romig cottage in Hubbards.

\* \* \* \* \*

MIDDLE WORKS Volume 1: 1899-1901, *The Middle Works of John Dewey, 1899-1924*, with an Introduction by Joe R. Burnett, and Volume 2: 1902-1903, with an Introduction by Sidney Hook, have now been published by the Southern Illinois University Press. Each is priced \$13.50. Volume 3: 1903-1906, with an Introduction by Darnell Rucker and Volume 4: 1907-1909, with an Introduction by Lewis E. Hahn, will both be published early in 1977--well before the appearance of the next number of this *Newsletter*.  
VOLUMES 1-4

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DEWEY  
SYLLABUS  
DISCOVERED

We are all grateful to Maurice Mandelbaum of the Johns Hopkins University for discovering a printed syllabus for Dewey's six lectures on "Aspects of the Pragmatic Movement of Modern Philosophy," presented 31 January to 5 February 1910. The syllabus will appear in the *Middle Works*, volume 6, which includes all the 1910-1911 essays and *How We Think*.

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VOLUMES 5 AND 6,  
MIDDLE WORKS  
OF DEWEY

One of the last acts of the Center for Editions of American Authors before being dismantled to make way for the new Center for Scholarly Editions was awarding the "Approved Text" seal to volumes 5 and 6 of the *Middle Works*. Volume 5 is the Dewey and Tufts 1908 *Ethics*, with an Introduction by Charles Stevenson; Volume 6, described above, has an Introduction by H. S. Thayer. Both volumes will be published simultaneously early in 1978.

\* \* \* \* \*

CHECKLIST OF  
WORKS ABOUT  
JOHN DEWEY

The April 1976 *Newsletter* announcement that the second edition of *Checklist of Writings about John Dewey*, with its new dates 1887-1976, would appear "in about six months" has proved too optimistic. The book is scheduled for August 1977, which will enable us to include most materials published during 1976.

As expected, we have discovered a number of additional items from the eighty-five-year period of 1887-1973 covered by the first edition--some 170, so far. But it was a real surprise--and pleasure--to find that between January 1973 and October 1976, almost 300 new items on John Dewey appeared.

The "Supplement No. 1" to the *Checklist* that was mailed to all *Newsletter* subscribers will be superseded by the second edition: the first edition Addenda section, the Supplement No. 1, and all newly discovered materials will be grouped in a single Addenda list, which will be separately indexed.

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DEWEY  
ON  
MORALS

Just published by Hafner Press is James Gouinlock's *The Moral Writings of John Dewey*, available in both hard-cover and paperback. Sidney Hook says in his "Foreword" to the volume that this "excellent collection of Dewey's writings presents the many-faceted aspects of Dewey's ethical thought," with all "the subtlety and richness of Dewey's own exposition and analysis."

\* \* \* \* \*

1976  
ESSAYS  
PROJECT

The judges for the 1976 John Dewey Essays Project, whose theme was "John Dewey's Philosophy of Mind," were Richard Rorty, Donald Davidson, and Roderick Chisholm. As the number and range of entries was smaller than usual, the judges decided to make only the second place award, which went to Eric Katz of Boston University, for his essay, "Mentalistic and Behavioristic Aspects of John Dewey's Philosophy of Mind."

The theme of the 1977 Essays Project is to be "John Dewey's Philosophy of Aesthetics." Flyers announcing the 1977 details will be mailed by mid-October 1976. Please encourage your matriculated graduate students to start working soon to produce by 1 June 1977 an essay that may garner either the \$1000 or the \$500 award. Judges for next year's Project are Monroe Beardsley, Ralph Ross, and Alexander Sesonske.

\* \* \* \* \*

NEH  
GRANT

We announce with pride and pleasure that the National Endowment for the Humanities has awarded the Center for Dewey Studies a continuation of its earlier grant that will make possible further training of textual apprentices in the techniques of editing the works of an American philosopher and will enable the Center to keep on schedule with editing and publishing all fifteen volumes of the *Middle Works* by 1982.

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