

Seattle University

ScholarWorks @ SeattleU

Notes, ca. 1929-1948

Series II: Literary Productions, ca. 1919-1979;
n.d.

July 2022

Box 17, Folder 13 - "Notes from the Dewey School" (E.M.S.)

Edwin Mortimer Standing

Follow this and additional works at: <https://scholarworks.seattleu.edu/standing-notes>

Recommended Citation

Standing, Edwin Mortimer, "Box 17, Folder 13 - "Notes from the Dewey School" (E.M.S.)" (2022). *Notes, ca. 1929-1948*. 49.

<https://scholarworks.seattleu.edu/standing-notes/49>

This Article is brought to you for free and open access by the Series II: Literary Productions, ca. 1919-1979; n.d. at ScholarWorks @ SeattleU. It has been accepted for inclusion in Notes, ca. 1929-1948 by an authorized administrator of ScholarWorks @ SeattleU.

"Because of the idea that human intelligence developed in connection with the needs and opportunities of action, the core activity of the school was to be found in occupation, rather than in what are conventionally termed studies.

Study in the sense of enquiry and its outcome in the gathering and retention of information was to be an outgrowth of the pursuit of certain continuous or consecutive occupational activities. Since the development of the intelligence and knowledge of mankind had been a cooperative matter, and culture in its broadest sense a collective creation, occupations were to be selected which related those engaged in them to the basic need of developing life, and demand cooperation and division of work, and constant intellectual exchange by means of mutual communication and record.

Since the integration of the individual and the social is impossible except when the individual lives in close association with others in the constant free give and take of experience it seemed that education could prepare the young for future social life only when the school was itself a cooperative society on a small scale. Therefore the first factor in bringing about the desired coordination of these occupations was the establishment of the school itself as a form of community life."

TOOL SUBJECTS

The primary skills in reading, writing, and numbers, were to grow out of the needs and the results of activities.

Moreover since basic operations occupations involve relations to materials and forces of nature, just as processes of living together involve social invention, organization and the establishment of human bonds---- knowledge was to grow out of the active contact with things inherent in consecutive energies.

The development of character and the management of what is ordinarily called discipline were to be as far as possible the outgrowth of shared community life in which teachers were guides and leaders .

The substratum of the educative process was thus to develop from the idea that the young have native needs and native tendencies of curiosity, love of active occupations , the desire for the association and mutual exchange which provide the intrinsic leverage for educational growth in knowledge understanding and conduct .

THE LABORATORY

The name laboratory gives a key to the work of the school . A laboratory is as the word implies a place for activity , for work for the consecutive carrying out of an occupation ... A laboratory also implies directive idea, leading hypothesis , that as they are applied , lead to new understandings

TWO PRINCIPLES

In the ideal back of the plan two cardinal principles were held in mind ~~first~~

FIRST all educational relationship the starting point is the impulse of the child to action , his desire responding to the surrounding stimuli and seeking expression in concrete form .

SECOND The educational process is to supply the material and the positive and negative conditions - the let and hindrance - so that his expression , intellectually controlled , may take a normal direction that is social in both form and feeling .

THE MATERIALS FOR STUDY

OR VERSUS

THE PREPARED PATHS .

All activity having to do with such basic and continuing needs of life as shelter , clothing , and food became the central focus of a developing curriculum