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Confirming his moniker as “America’s philosopher of democracy,” John Dewey engaged in a series of public debates over the course of his lifetime, vividly demonstrating how his thought translates into action. These debates made Dewey a household name and a renowned public intellectual during the early to mid-twentieth century, a time when the United States fought two World Wars, struggled through an economic depression, experienced explosive economic growth and spawned a grassroots movement that characterized an entire era: Progressivism. Unfortunately, much recent Dewey scholarship neglects to situate Dewey’s ideas in the broader context of his activities and engagements as a public intellectual. This project charts a path through two of Dewey’s actual debates with his contemporaries, Leon Trotsky and Robert Hutchins, to two reconstructed debates with contemporary intellectuals, E.D. Hirsch and Robert Talisse, both of whom criticized Dewey’s ideas long after the American philosopher’s death and, finally, to two recent debates, one on home schooling and the other on U.S. foreign policy, in which Dewey’s ideas offer a unique and compelling vision of a way forward. Democracia y educación es una de las obras más importantes de la pedagogía del siglo XX. Su edición es especialmente oportuna como un recurso para evitar que una filosofía y un concepto tan valiosos como “democracia” puedan llegar a convertirse en fórmula vacía, en simple eslogan propagandístico. John DEWEY pone de manifiesto las cuestiones políticas y morales implícitas en los discursos educativos. Defiende que el sistema educativo de una democracia se caracteriza porque sus centros de enseñanza mantienen un claro compromiso con la promoción de contenidos culturales y modalidades organizativas, que contribuyen a la formación de personas comprometidas con valores y modelos democráticos de sociedad. Deja claro que la educación es una modalidad de acción política en la medida en que obliga a la reflexión y valoración de dimensiones sociales, políticas, económicas, culturales y morales de la sociedad. En sus numerosos capítulos el autor reflexiona con rigor sobre cuestiones como la función social y los fines de la educación, los métodos de enseñanza, el significado y las peculiaridades de los contenidos culturales o materias de estudio, los valores educativos, el juego y el trabajo, los aspectos sociales y vocacionales de la educación, y las dimensiones morales en las relaciones y los procesos educativos. La obra de John DEWEY es de lectura obligada para profesionales y todas aquellas personas que quieran reflexionar críticamente y comprometerse con los problemas sociales de la actualidad desde las instituciones escolares. Esta edición ofrece la traducción íntegra del original escrito por John DEWEY. El texto se ha revisado minuciosamente, completándose con partes que hasta ahora se habían omitido y que, en muchas ocasiones, presentan una nueva visión de la teoría de este autor. Este estudio de DEWEY otorga una importancia continuada a diversos aspectos incluidos en los temas transversales de nuestra reforma educativa, por lo que es de vigente actualidad. This book talks of perhaps one of the greatest education experiments in the history of America. In 1894 John Dewey moved his position as Chairman of the Philosophy Department at the University of Michigan to assume the position as Chairman of the Department of Philosophy, Psychology, and Pedagogy at the University of Chicago. He would remain there until 1904, his departure prompted in great part by his dissatisfaction regarding his wife’s treatment by the administration in her role of principal of the Laboratory School. At this time Dewey was anxious to translate his more abstract ideas into practical form and he saw the position at Chicago affording him a rare opportunity to do this. The school itself was conceived by Dewey as having an organic functional relation to the theoretical curriculum. Just as Dewey was anxious to merge philosophy and psychology and to relate both of these disciplines to the theoretical study of education, similarly he saw the school as a laboratory for these studies analogous to the laboratory used in science courses. This effort to merge theory and practice is perhaps the major characteristic of Dewey’s entire professional career. In the opening sentence of Dewey’s remarks in his essay in this volume, “The Theory of the Chicago Experiment,” we see the extent to which this problem preoccupied him: “The gap between educational theory and its execution in practice is always so wide that there naturally arises a doubt as to the value of any separate presentation of purely theoretical principles.” This book is an accurate and detailed account of one of the most interesting experiments ever undertaken in America. It provides the reader with the complexity of John Dewey’s abstract philosophy experimentalism. The meticulously edited text published here as the first volume in the series *The Later Works of John Dewey, 1925-1953* spans that entire period in Dewey’s thought by including two important and previously unpublished documents from the book’s history: Dewey’s unfinished new introduction written between 1947 and 1949, edited by the late Joseph Ratner, and Dewey’s unedited final draft of that introduction written the year before his death. This collection includes original studies from scholars from thirteen nations, who explore the epistemic features figured in John Dewey’s writings in his discourses on public schooling. Pragmatism was one of the weapons used in the struggles about the development of the child who becomes the future citizen. The significance of Dewey in the book is not about Dewey as the messenger of pragmatism, but in locating different cultural, political and educational terrains in which debates about modernity, the modern self and the making of the citizen occurred. This volume of the Past Masters *The Collected Works of John Dewey, 1882-1953* database is *The Early Works of John Dewey, 1882-1898. Volume 2: 1887, Psychology*, and the whole contains all thirty seven volumes of the edition created by the Center for Dewey Studies at the University of Southern Illinois at Carbondale, edited by Jo Ann Boydston, and published by Southern Illinois University Press, 1972-1985. Larry Hickman is the editor of the Past Masters electronic edition. Synopsis: *Experience and Education* is the best concise statement on education ever published by John Dewey, the man acknowledged to be the pre-eminent educational theorist of the twentieth century. Written more than two decades after *Democracy and Education* (Dewey’s most comprehensive statement of his position in educational philosophy), this book demonstrates how Dewey reformulated his ideas as a result of his intervening experience with the progressive schools and in the light of the criticisms his theories had received. Analyzing both “traditional” and “progressive” education, Dr Dewey here insists that neither the old nor the new education is adequate and that each is miseducative because neither of them applies the principles of a carefully developed philosophy of experience. Many pages of this volume illustrate Dr Dewey’s ideas for a philosophy of experience and its relation to education. He particularly urges that all teachers and educators looking for a new movement in education should think in terms of the deepen and larger issues of education rather than in terms of some divisive “ism” about education, even such an “ism” as

"progressivism." His philosophy, here expressed in its most essential, most readable form, predicates an American educational system that respects all sources of experience, on that offers a true learning situation that is both historical and social, both orderly and dynamic. This volume of the Past Masters The Collected Works of John Dewey, 1882-1953 database is The Middle Works of John Dewey, 1899-1924. Volume 13: 1921-1922, Essays, and the whole contains all thirty seven volumes of the edition created by the Center for Dewey Studies at the University of Southern Illinois at Carbondale, edited by Jo Ann Boydston, and published by Southern Illinois University Press, 1972-1985. Larry Hickman is the editor of the Past Masters electronic edition. This volume of the Past Masters The Collected Works of John Dewey, 1882-1953 database is The Middle Works of John Dewey, 1899-1924. Volume 15: 1923-1924, Essays, and the whole contains all thirty seven volumes of the edition created by the Center for Dewey Studies at the University of Southern Illinois at Carbondale, edited by Jo Ann Boydston, and published by Southern Illinois University Press, 1972-1985. Larry Hickman is the editor of the Past Masters electronic edition. This title examines the influence of American philosopher John Dewey (1859-1952). 11 experts examine his work, placing special emphasis on his influence in education in Italy, Central and Eastern Europe and in Spain and South America. His views on the ties between education and the democratic state and school and society are also examined. This volume of the Past Masters The Collected Works of John Dewey, 1882-1953, II database is The Early Works of John Dewey, 1882-1898. Volume 5: 1895-1898, Essays. The whole contains all thirty seven volumes of the edition created by the Center for Dewey Studies at the University of Southern Illinois at Carbondale along with the first supplementary volume, edited by Jo Ann Boydston, and published by Southern Illinois University Press, 1972-1985. Larry Hickman is the editor of the Past Masters electronic edition. This volume includes all Dewey's writings for 1938 except for Logic: The Theory of Inquiry (Volume 12 of The Later Works), as well as his 1939 Freedom and Culture, Theory of Valuation, and two items from Intelligence in the Modern World. Freedom and Culture presents, as Steven M. Cahn points out, the essence of his philosophical position: a commitment to a free society, critical intelligence, and the education required for their advance. This volume of the Past Masters The Collected Works of John Dewey, 1882-1953 database is The Early Works of John Dewey, 1882-1898. 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Larry Hickman is the editor of the Past Masters electronic edition. Breviario que nos ofrece el fruto de las investigaciones que John Dewey realizó, a lo largo de toda su vida, acerca de la influencia mutua entre la naturaleza humana y el ambiente proporcionado por la sociedad. Para el filósofo norteamericano existe una verdadera continuidad que va de la naturaleza al hombre y la sociedad. This volume includes ninety-two items from 1935, 1936, and 1937, including Dewey's 1935 Page-Barbour Lectures at the University of Virginia, published as Liberalism and Social Action. In essay after essay Dewey analyzed, criticized, and reevaluated liberalism. When his controversial Liberalism and Social Action appeared, asking whether it was still possible to be a liberal, Horace M. Kallen wrote that Dewey "restates in the language and under the conditions of his times what Jefferson's Declaration of Independence affirmed in the language and under the conditions of his." The diverse nature of the writings belies their underlying unity: some are technical philosophy; other philosophical articles shade into social and political themes; social and political issues permeate the educational articles, which in turn involve Dewey's philosophical ideas. This volume of the Past Masters The Collected Works of John Dewey, 1882-1953, II database is The Middle Works of John Dewey, 1899-1924. Volume 9 : 1916, Democracy and Education. The whole contains all thirty seven volumes of the edition created by the Center for Dewey Studies at the University of Southern Illinois at Carbondale along with the first supplementary volume, edited by Jo Ann Boydston, and published by Southern Illinois University Press, 1972-1985. Larry Hickman is the editor of the Past Masters electronic edition. ¿Cómo valorar los actos? ¿Cómo valorar los propios sistemas de valoración? Pocas cuestiones más importantes e intrincadas ha podido plantear la filosofía. De su contestación depende la mayor o menor satisfacción que el hombre pueda encontrar en la vida, o sea, su felicidad. La densa e iluminadora Teoría de la valoración, de John Dewey, uno de los clásicos de la filosofía norteamericana, es el fruto final de años de indagación. En ella el autor aclara qué se ha de entender por «valoración», con qué otros términos y realidades se relaciona, y sobre qué fundamento se debe levantar todo sistema de valoración que aspire a ser válido. Para conseguir ese objetivo, Dewey piensa que se ha de atender a los factores naturales y culturales de la conducta, superar la creencia de que el «mundo de los hechos» y el «ámbito de los valores» están separados, y avanzar, en suma, hacia la conciliación de lo emocional y lo racional. John Dewey es reconocido hoy por su propuesta pragmática de crítica y reconstrucción de la filosofía moderna, por su contribución decisiva a la renovación de las ideas pedagógicas del siglo xx, como referente moral de varias generaciones de intelectuales estadounidenses o como el gran filósofo de la democracia norteamericana. Pero su vasta obra tiene un hilo conductor: una teoría de la investigación que explica cómo y por qué pensamos y, sobre todo, que pensamos para resolver nuestros problemas; no solo en lo teórico, sino en lo práctico como sociedad. Esa tarea requiere una herramienta, la lógica, cuyo «objeto último» —material y formal a la vez— describe exhaustivamente en el presente libro, verdadera culminación de toda su obra. John Dewey (1859-1952) é um intelectual extremamente reconhecido na área acadêmica que desenvolveu vários trabalhos em diversas áreas de conhecimento, em especial na educação. Esse lançamento é uma coletânea de textos do próprio pensador que revolucionou as pesquisas acadêmicas, propondo esquemas científicos para conhecimento e valor. Há uma breve apresentação do pensamento de Dewey no prefácio escrito por Luiz Henrique de Araújo Dutra , em que ele explica o esquema de trabalho de Dewey que propõe a união entre teoria e prática para as pesquisas de ciências humanas, que ele chama de teoria da ação inteligente. Os textos que seguem ao prefácio são reflexões do próprio Dewey sobre essas questões e sobre conhecimento e valor. Todos os textos tiveram o acurado trabalho de Marcus Vinícius da Cunha, Ana Raquel Lucato Cianflone e Erika Natacha Fernandes de Andrade para organizar, traduzir e produzir notas. This volume of the Past Masters The Collected Works of John Dewey, 1882-1953, II database is The Middle Works of John Dewey, 1899-1924. Volume 14 : 1922, Human Nature and Conduct. The whole contains all thirty seven volumes of the edition created by the Center for Dewey Studies at the University of Southern Illinois at Carbondale along with the first supplementary volume, edited by Jo Ann Boydston, and published by Southern Illinois University Press, 1972-1985. Larry Hickman is the editor of the Past Masters electronic edition. Experiência e educação é a melhor declaração concisa sobre educação já publicada por John Dewey, o homem reconhecido como o mais proeminente teórico educacional do século XX. Escrito mais de duas décadas depois de Democracy and Education (a declaração mais abrangente de Dewey sobre sua posição na filosofia educacional), este livro demonstra como Dewey reformulou suas ideias como resultado de sua experiência interventiva com as escolas progressistas e à luz das críticas que suas teorias receberam. The class lectures of John Dewey contains the class lecture notes of John Dewey, edited by Donald F. Koch and The Center for Dewey Studies, Southern Illinois University at Carbondale. This volume of the Past Masters The Collected Works of John Dewey, 1882-1953 database is The Middle Works of John Dewey, 1899-1924. Volume 3: 1903-1906, Essays, and the whole contains all thirty seven volumes of the edition created by the Center for Dewey Studies at the University of Southern Illinois at Carbondale, edited by Jo Ann Boydston, and published by Southern Illinois University Press, 1972-1985. Larry Hickman is the editor of the Past Masters electronic edition. Introduction by Abraham Edel and Elizabeth Flower This seventh volume provides an authoritative edition of Dewey and James H. Tufts 1932 "Ethics." Dewey and Tufts state that the book's aim is: "To induce a habit of thoughtful consideration, of envisaging the full meaning and consequences of individual conduct and social policies, insisting throughout that ethics must be constantly concerned with the changing problems of daily life." Human Landscapes works out a pragmatist anthropology which the Classical Pragmatists never put together in a comprehensive form—despite the many insights on the topic to be found in Dewey's, James's, and Mead's texts. Roberta Dreon retrieves and develops this material in its astonishing modernity concerning current debates on the mind as embodied and enacted, philosophy of the emotions, social theory, and studies about the origins of human language. By assuming a basic continuity between natural developments and human culture, this text highlights the qualitative, pre-personal, habitual features of human experience constituting the background to rational decision-making, normativity, and reflection. The book rests on three pillars: a reconceptualization of sensibility as a function of

life, rather than as a primarily cognitive faculty; a focus on habits, understood as pervasive features of human behaviors acquired by attuning to the social environment; and an interpretation of human experience as "enlanguaged," namely as contingently yet irreversibly embedded in a linguistic environment that has important loop effects on human sensibility and habitual conduct. "Essays and How We Think, revised edition"--Jacket. In this collection, author, John Dewey, examines the goals, forms, methods, and meaning of education. Throughout his works readers will be able to find out how to develop a winning philosophy of education, increase students' motivation and improve school environment. Table of Contents: Democracy and Education The Child and the Curriculum The School and Society Schools Of To-morrow The Schools of Utopia Moral Principles in Education Interest and Effort in Education Health and Sex in Higher Education My Pedagogic Creed This volume of the Past Masters The Collected Works of John Dewey, 1882-1953 database is The Middle Works of John Dewey, 1899-1924. Volume 10: 1916-1917, Essays, and the whole contains all thirty seven volumes of the edition created by the Center for Dewey Studies at the University of Southern Illinois at Carbondale, edited by Jo Ann Boydston, and published by Southern Illinois University Press, 1972-1985. Larry Hickman is the editor of the Past Masters electronic edition. This volume of the Past Masters The Collected Works of John Dewey, 1882-1953 database is The Middle Works of John Dewey, 1899-1924. Volume 9: 1916, Democracy and Education, and the whole contains all thirty seven volumes of the edition created by the Center for Dewey Studies at the University of Southern Illinois at Carbondale, edited by Jo Ann Boydston, and published by Southern Illinois University Press, 1972-1985. Larry Hickman is the editor of the Past Masters electronic edition. This volume includes all Dewey's writings for 1938 except for Logic: The Theory of Inquiry (Volume 12 of The Later Works), as well as his 1939 Freedom and Culture, Theory of Valuation, and two items from Intelligence in the Modern World. Freedom and Culture presents, as Steven M. Cahn points out, the essence of his philosophical position: a commitment to a free society, critical intelligence, and the education required for their advance. This volume of the Past Masters The Collected Works of John Dewey, 1882-1953, II database is The Early Works of John Dewey, 1882-1898. Volume 2: 1887, Psychology. The whole contains all thirty seven volumes of the edition created by the Center for Dewey Studies at the University of Southern Illinois at Carbondale along with the first supplementary volume, edited by Jo Ann Boydston, and published by Southern Illinois University Press, 1972-1985. Larry Hickman is the editor of the Past Masters electronic edition.

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