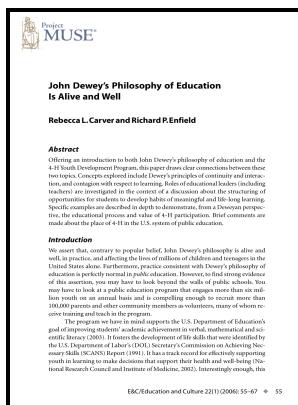


Assessment of John Deweys account of the rôle of activity in learning.

-- John Dewey: The Psychology of Effort



Project MUSE

John Dewey's Philosophy of Education Is Alive and Well

Rebecca L. Carver and Richard P. Enfield

Abstract

Offering a perspective on how John Dewey's philosophy of education can inform 4-H youth development programs, this paper draws clear connections between these two topics. Concepts explored include Dewey's principles of continuity and interaction, and synergies with experiential learning. The role of educationists (including teens) are highlighted in the context of learning. The discussions also highlight the strengths of opportunities for students to develop habits of meaningful and lifelong learning. Special attention is given to the importance of the educational process and its value, the educational process and value of 4-H participation. Brief comments are made about the place of 4-H in the U.S. system of public education.

Introduction

One of the most contrary to popular belief, John Dewey's philosophy is alive and well, in practice, and affecting the lives of millions of children and teenagers in the United States. This paper explores the connection between John Dewey's philosophy of education and perfectly normal 4-H youth education. However, to find strong evidence of this assertion, one must look beyond the walls of public schools. You may have heard of the No Child Left Behind Act of 2001, which mandates annual test results on an annual basis and is compelling enough to receive more than 100 billion dollars in federal funding. This act has been successful in providing a core training and touch to the program.

This paper also explores the U.S. Department of Education's goal of improving students' academic achievement in verbal, mathematical and scientific literacy (2005). It fosters the development of life skills that will aid in the development of the whole person (which Secretary of Education, No Child Left Behind Skills (NCS) Report (1991). It has a track record for effectively supporting positive outcomes for students (National Research Council, 2002; National Research Council and Institute of Medicine, 2002). Interestingly enough, this

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John Dewey

He provides no fixed and final goal of education.

John Dewey's View on Education

. Dewey virtually discarded the old realm of knowledge.

John Dewey on Progressive Education

Education in Retrospect: Policy and Implementation since 1990. Insofar as the possibility for a meaningful and satisfying life disclosed in the values embodied in art is not realized in the lives of the members of a society, the social relationships that preclude this realization are condemned. Such students of education aspire for the intellectual growth within the profession that can only be achieved by immersing one's self in the lifelong pursuit of the intelligence, skills and character Dewey linked to the profession.

John Dewey's Philosophy Of Education

The teacher should encourage self-discipline and group-discipline. Then this image is as continually interfered with by the sensations of motor adjustment coming to consciousness by themselves.

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