Contents

	Introduction by Steven M. Cahn	ix
	Experience and Education	1
	Preface	3
P	1. Traditional vs. Progressive Education	5
	2. The Need of a Theory of Experience	11
	3. Criteria of Experience	17
0	4. Social Control	31
2	5. The Nature of Freedom	39
1	6. The Meaning of Purpose	43
	7. Progressive Organization of Subject-Matter	48
	8. Experience—The Means and Goal of Education	61
	Freedom and Culture	63
)	1. The Problem of Freedom	65
9	2. Culture and Human Nature	80
1	3. The American Background	99
9	4. Totalitarian Economics and Democracy	116
9	5. Democracy and Human Nature	136
1	6. Science and Free Culture	156
	7. Democracy and America	173

	Theory of Valuation	189
	ESSAYS	253
	The Determination of Ultimate Values or Aims through Antecedent or A Priori Speculation or through Pragmatic or Empirical Inquiry	255
1	Unity of Science as a Social Problem	271
1	The Relation of Science and Philosophy as the Basis of Education	281
0	Does Human Nature Change?	286
	Democracy and Education in the World of Today	294
0)	Education, Democracy, and Socialized Economy	304
9	The Economic Basis of the New Society	309
	The Unity of the Human Being	323
	What Is Social Study?	338
	To Those Who Aspire to the Profession of Teaching	342
2	In Defense of the Mexican Hearings	347
distance.	Means and Ends	349
A 5	MISCELLANY	355
1	The Philosophy of the Arts	357
)	Foreword to David Lindsay Watson's Scientists Are Human	369
	APPENDIXES	373
	1. Alfred L. Hall-Quest's Editorial Foreword to Experience and Education	375
	2. Dr. Childs and Education for Democracy by Boyd H. Bode	377

CONTENTS	V 11
3. Dr. Bode on "Authentic" Democracy by John L. Childs	384
4. Trotsky in the Kremlin: An Interview. What the Exiled Bolshevik Leader Might Have Done in Stalin's Place	
by Selden Rodman	391
Notes	401
Checklist of Dewey's References	405
Index	409
Pagination Keys	427