Call for Submissions

Education and Culture: The Journal of the John Dewey Society invites submissions to its new feature, Album: The Alternative Forum. Judith Chalmer, M.F.A., Assistant Professor at Vermont College of the Union Institute & University, will be editing Album as Associate Editor of Education and Culture. Chalmer's cartoon essay, "The Monstrous Fabrication of a Part-Time Mind" introduces Album as a forum for examining issues in education from perspectives beyond scholarly disquisition. Send personal essays, interviews, dialogues, fiction, poetry, photography and artwork to Judith Chalmer, 18 Summer St., Montpelier, VT 05602. Query at judith.chalmer@tui.edu.

Introduction to Cartoon Essay

"The Monstrous Fabrication of a Part-Time Mind" developed as a result of a couple of realizations. The first was that I couldn't possibly face my Maker or my Mother without having made good on a hard won title like Visiting Assistant Part-Time Professor. The second was that speaking that job title changes the way people respond to me as teacher and as community member.

I'm interested in the ways colleges establish roles in communities, and therefore in the ways we name ourselves as teachers. I'm interested in the ways progressive colleges contrue employment and governance, not just pedagogy. I appreciate that Vermont College in particular, where I teach, has created a system in which part time professors are eligible to participate in faculty governance and decision making. I appreciate that Vermont College supports a collaboration, rather than an adversarial hierarchy, linking administrative and academic staff. I want my position, our positions, to be empowered within our universities. I want my position to take its place within a community beyond the university, of citizens creating culture. In this cartoon essay, I'm poking at the positioning of part-time employment in higher education. Though the cartoons are stills, the questions, I hope, are animated.
The Monstrous Fabrication Of A Part-Time Mind!

by Judith Chalmer
John Dewey and American Education
Selected and introduced by Spencer J. Maxcy

Presenting three of Dewey's most important books on education, this set opens with *The School and Society* – a series of three lectures given by Dewey in 1899 to the Parents' Association of his Lab School, supplemented by his report on the first three years of the School's life. In *Schools of Tomorrow* (1915) the focus widens, as Dewey and his co-author discuss the influence of Froebel and Montessori in various progressive schools across the United States. Finally, in *Democracy and Education* (1916), Dewey sets out his educational philosophy in its fullest form, arguing that education must keep up with advancing science, industrial reorganization and the growth of democracy.

All three texts are accompanied by a selection of reviews from contemporary journals, many of which have become very scarce. Each volume has a new introduction by Spencer J. Maxcy which situates the text within the Progressive Education Movement, and traces its impact on Dewey's contemporaries.

- first editions of three seminal works by the father of liberal American education
- scarce contemporary reviews of Dewey's texts
- each volume introduced by Spencer J. Maxcy
- of great interest to Dewey specialists, and those working on the Progressive Education Movement

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