



The Journal of the John Dewey Society  
for the Study of Education and Culture

*Education and Culture*, published twice yearly by Purdue University Press, takes an integrated view of philosophical, historical, and sociological issues in education. Submissions of Dewey scholarship, as well as work inspired by Dewey's many interests, are welcome. JDS members receive the journal as part of their membership in the society.

*Education and Culture* is supported by the Daniel Tanner Foundation.

Editor: David Granger, State University of New York – Geneseo

Editorial Board

Raymond Boisvert, Siena College	Anne M. Knupfer, Purdue University
Jeanne Connell, University of Illinois – Urbana/Champaign	J. Dan Marshall, Pennsylvania State University – University Park
Aaron Cooley, University of North Carolina – Chapel Hill	Christine McCarthy, University of Iowa
Craig Cunningham, National-Louis University	Matthew Pamental, Northern Illinois University
Anthony DeFalco, Long Island University – CW Post Campus	Kersten Reich, University of Cologne
Debra Freedman, Pennsylvania State University – University Park	A. G. Rud, Washington State University
Jim Garrison, Virginia Polytechnic Institute and State University	Naoko Saito, Kyoto University
Charlene Haddock Seigfried, Purdue University	Avner Segall, Michigan State University
Elizabeth Heilman, Michigan State University	Barbara S. Stengel, Vanderbilt University
Kathy Hytten, Southern Illinois University – Carbondale	Daniel Tanner, Rutgers University
	Barbara J. Thayer-Bacon, University of Tennessee – Knoxville

Book Review Editor: Shane Ralston, Pennsylvania State University – Hazleton

Editorial Assistant: Dianna Gilroy, Purdue University

## **Submission guidelines**

E&C publishes critical essays, research studies, essay and book reviews, and commentaries to published pieces. Recommended lengths vary for critical essays, research studies, or essay reviews (7500 words); book reviews (1000–2000 words); and commentaries to published pieces (800 words).

Submit manuscripts to the journal's website:

<http://docs.lib.purdue.edu/eandc/>

Manuscripts should conform to the *Chicago Manual of Style*. There should be no author identifiers in the manuscript file, as the review process is anonymous. Most editorial decisions are rendered within four months. Prospective authors are encouraged to contact the editor ([granger@geneseo.edu](mailto:granger@geneseo.edu)) with any questions.

Send review copies of relevant books to:

Penn State University – Hazleton  
Attn: Shane Ralston  
76 University Drive Hazleton, PA 18202  
E-mail: [sjr21@psu.edu](mailto:sjr21@psu.edu)

## **Subscription Information**

Send inquiries to:

Subscription Manager, E&C  
Purdue University Press  
P.O. Box 388  
Ashland, OH 44805  
1-800-247-6553

*Education & Culture* is indexed in Cabell's *Directory*, *Content Pages in Education*, *CSA Sociological Abstracts*, ERIC, and *The Philosopher's Index*.

## Contents

Editor's Note <i>David Granger</i>	1
Dewey's Challenge to Teachers <i>Stephen M. Fishman and Lucille McCarthy</i>	3
John Dewey on History Education and the Historical Method <i>Thomas D. Fallace</i>	20
A Model of Dewey's Moral Imagination for Service Learning: Theoretical Explorations and Implications for Practice in Higher Education <i>Zhuran You and A. G. Rud</i>	36
Advancing the Ideas of John Dewey: A Look at the High Tech Schools <i>Jennifer R. Pieratt</i>	52
Dewey, Peirce, and the Categories of Learning <i>Steven K. Wojcikiewicz</i>	65
A Rejoinder to Craig A. Cunningham, David Granger, Jane Fowler Morse, Barbara Stengel, and Terri Wilson, "Dewey, Women, and Weirdoes" <i>Terry Fitzgerald</i>	83
Review: Jeffrey D. Sachs <i>The End of Poverty: Economic Possibilities for Our Time</i> <i>Shiela G. Rector</i>	87
Review: James Scott Johnston <i>Deweyan Inquiry: From Education Theory to Practice</i> <i>Patricia M. Shields</i>	90

Review: David Hildebrand  
*Dewey: A Beginner's Guide*  
Raymond D. Boisvert