

John Dewey
The Middle Works, 1899 – 1924
Carbondale/Edwardsville (Southern Illinois University Press) 1976 - 1983

J. Dewey, MW I: Volume 1: 1899-1901

- The School and Society

- “Consciousness“ and Experience
- Psychology and Social Practice
- Some Stages of Logical Thought
- Principles of Mental Development as Illustrated in Early Infancy
- Mental Development
- Group IV. Historical Development of Inventions and Occupations
- General Introduction to Groups V and VI
- The Place of Manual Training in the Elementary Course of Study

- Rezension: Josiah Royce, Gifford Lectures, First Series: The Four Historical Conceptions of Being

- The Educational Situation

- The University Elementary School
- William James’s „Principles of Psychology“

J. Dewey, MW II: Volume 2: 1902-1903

- Evolutionary Method as Applied to Morality
- Interpretation of Savage Mind
- Academic Freedom
- The University of Chicago School of Education
- Bulletin of Information: The University of Chicago School of Education
- The School as Social Centre

- In Remembrance, Francis W. Parker
- In Memoriam: Colonel Francis Wayland Parker
- Discussion of „What Our Schools Owe to Child Study“ by Theodore B. Noss
- Memorandum to President Harper on Coeducation

- Rezeption: Lightner Witmer, Analytical Psychology. A Practical Manual
- Rezeption: Josiah Royce, The World and the Individual, Second Series: Nature, man, and the Moral Order

- Contributions to „Dictionary of Philosophy and Psychology“
- The Child and the Curriculum
- Studies in Logical Theory

J. Dewey, MW III: Volume 3: 1903-1906

- Logical Conditions of a Scientific Treatment of Morality
- Ethics
- Psychological Method in Ethics
- Notes upon Logical Topics

- Philosophy and American National Life
- The Terms "Conscious" and "Consciousness"
- Beliefs and Existences [Beliefs and Realities]
- Reality as Experience
- The Experimental Theory of Knowledge
- Experience and Objective Idealism
- The St. Louis Congress of the Arts and Sciences
- Rejoinder to Münsterberg
- The Realism of Pragmatism
- The Postulate of Immediate Empiricism
- Immediate Empiricism
- The Knowledge Experience and Its Relationships
- The Knowledge Experience Again
- Emerson--The Philosopher of Democracy
- The Philosophical Work of Herbert Spencer
- Religious Education as Conditioned by Modern Psychology and Pedagogy
- The Psychological and the Logical in Teaching Geometry
- Democracy in Education
- Education, Direct and Indirect
- The Relation of Theory to Practice in Education
- Significance of the School of Education
- Culture and Industry in Education
- Remarks on "Shortening the Years of Elementary Schooling" by Frank Louis Soldan
- Introduction to Irving W. King's *The Psychology of Child Development*

- Rezension: Katharine Elizabeth Dopp, The Place of Industries in Elementary Education
- Rezension: W. R. Benedict, World Views and Their Ethical Implications
- Rezension: F. C. S. Schiller's Humanism
- Rezension: George Santayana, The Life of Reason, vols. 1-2

- Introduction of the Orator
- The Organization and Curricula of the [University of Chicago] College of Education
- The School of Education
- Method of the Recitation

J. Dewey, MW IV: Volume 4: 1907-1909

- The Influence of Darwinism on Philosophy
- Nature and Its Good: A Conversation
- Intelligence and Morals
- The Intellectualist Criterion for Truth
- The Dilemma of the Intellectualist Theory of Truth
- The Control of Ideas by Facts
- The Logical Character of Ideas
- What Pragmatism Means by Practical
- Discussion on Realism and Idealism
- Discussion on the "Concept of a Sensation"
- Pure Experience and Reality: A Disclaimer
- Does Reality Possess Practical Character?
- A Reply to Professor McGilvary's Questions (1912)
- Objects, Data, and Existences: A Reply to Professor McGilvary

- Address to National Negro Conference
- Education as a University Study
- Religion and Our Schools
- The Bearings of Pragmatism upon Education
- History for the Educator
- The Purpose and Organization of Physics Teaching in Secondary Schools
- Teaching That Does Not Educate
- The Moral Significance of the Common School Studies

- Rezension: Former Students of Charles Edward Garman, Studies in Philosophy and Psychology
- Rezension: George Santayana, The Life of Reason, 5 vols.
- Rezension: A. Sidgwick and Eleanor M. Sidgwick, Henry Sidgwick
- Rezension: Albert Schinz, Anti-pragmatisme

- Syllabus: The Pragmatic Movement of Contemporary Thought

- Moral Principles in Education

J. Dewey, MW V: Volume 5: 1908

- Ethics

J. Dewey, MW VI: Volume 6: 1910-1911

- A Short Catechism concerning Truth
- The Problem of Truth
- Science as Subject-Matter and as Method
- Valid Knowledge and the "Subjectivity of Experience"
- Some Implications of Anti-Intellectualism
- William James [Independent]
- William James [Journal of Philosophy]
- Brief Studies in Realism
- Maeterlinck's Philosophy of Life
- The Study of Philosophy
- The Short-Cut to Realism Examined
- Rejoinder to Dr. Spaulding
- Joint Discussion with Articles of Agreement and Disagreement: Professor Dewey and Dr. Spaulding
- A Symposium on Woman's Suffrage [Statement]
- Is Co-Education Injurious to Girls?

- Rezension: Hugo Münsterberg, The Eternal Values

- Syllabus of Six Lectures on "Aspects of the Pragmatic Movement of Modern Philosophy"

- How We Think

- Contributions to A Cyclopedia of Education, vols. 1 and 2

J. Dewey, MW VII: Volume 7: 1912-1914

- Perception and Organic Action
- What Are States of Mind?
- The Problem of Values
- Psychological Doctrine and Philosophical Teaching
- Nature and Reason in Law
- A Reply to Professor Royce's Critique of Instrumentalism
- In Response to Professor McGilvary
- Should Michigan Have Vocational Education under "Unit" or "Dual" Control?
- A Policy of Industrial Education
- Some Dangers in the Present Movement for Industrial Education
- Industrial Education and Democracy
- Cut-and-Try School Methods
- Professional Spirit among Teachers
- Education from a Social Perspective

- Rezension: F. C. S. Schiller, Formal Logic: A Scientific and Social Problem
- Rezension: Hugh S. R. Elliot, Modern Science and the Illusions of Professor Bergson
- Rezension: G. Stanley Hall, Founders of Modern Psychology
- Rezension: William James, Essays in Radical Empiricism
- Rezension: Max Eastman, The Enjoyment of Poetry

- Interest and Effort in Education

- Introduction to A Contribution to a Bibliography of Henri Bergson
- Introduction to Directory of the Trades and Occupations Taught at the Day and Evening Schools in Greater New York
- Contributions to A Cyclopedia of Education, vols. 3, 4, and 5

- Reasoning in Early Childhood
- Lectures to the Federation for Child Study
- Professor Dewey's „Report on the Fairhope [Alabama] Experiment in Organic Education“
- The Psychology of Social Behavior
- Professor for Suffrage

J. Dewey, MW VIII: Volume 8: 1915

- The Subject-Matter of Metaphysical Inquiry
- The Logic of Judgments of Practice
- The Existence of the World as a Logical Problem
- Introductory Address to the American Association of University Professors
- Annual Address of the President to the American Association of University Professors
- Faculty Share in University Control
- Industrial Education--A Wrong Kind
- Splitting Up the School System
- State or City Control of Schools?

- German Philosophy and Politics

- Schools of To-Morrow

- Professorial Freedom
- The Situation at the University of Utah
- Education vs. Trade-Training: Reply to David Snedden
- Letter to William Bagley and the Editorial Staff of School and Home Education
- Reply to Charles P. Megan's „Parochial School Education“
- Reply to William Ernest Hocking's „Political Philosophy in Germany“
- The One-World of Hitler's National Socialism

J. Dewey, MW IX: Volume 9: 1916

- Democracy and Education

J. Dewey, MW X: Volume 10: 1916-1917

- The Need for a Recovery of Philosophy
- The Concept of the Neutral in Recent Epistemology
- The Need for Social Psychology
- Duality and Dualism
- Spencer and Bergson
- The Pragmatism of Peirce
- Voluntarism in the Roycean Philosophy
- Logical Objects
- Concerning Novelties in Logic: A Reply to Mr. Robinson
- George Sylvester Morris: An Estimate
- Current Tendencies in Education
- Experiment in Education
- Federal Aid to Elementary Education
- Method in Science Teaching
- The Need of an Industrial Education in an Industrial Democracy
- Learning to Earn: The Place of Vocational Education in a Comprehensive Scheme of Public Education
- The Modern Trend toward Vocational Education in Its Effect upon the Professional and Non-Professional Studies of the University
- Democracy and Loyalty in the Schools
- The Case of the Professor and the Public Interest
- Professional Organization of Teachers
- Public Education on Trial
- Our Educational Ideal in Wartime
- Universal Service as Education
- The Schools and Social Preparedness
- American Education and Culture
- Nationalizing Education
- Force, Violence and Law
- On Understanding the Mind of Germany
- Progress
- Force and Coercion
- The Hughes Campaign
- In a Time of National Hesitation
- Conscience and Compulsion
- The Future of Pacifism
- What America Will Fight For

- Conscriptio of Thought
- Fiat Justitia, Ruat Coelum
- The Principle of Nationality
- In Explanation of Our Lapse
- Enlistment for the Farm

- Rezension: John A. Lapp and Carl H. Mote, Learning to Earn
- Rezension: George Santayana, Egotism in German Philosophy
- Rezension: H. G. Wells's God the Invisible King
- Rezension: National Service Handbook

- Prefatory Note to „Essays in Experimental Logic“
- Introduction to „Essays in Experimental Logic“
- An Added Note as to the "Practical" in „Essays in Experimental Logic“
- Ill Advised
- American Association of University Professors
- Announcement from Committee on University Ethics, American Association of University Professors
- Report of Committee on University Ethics, American Association of University Professors
- Universal Military Training

- Organization in American Education

J. Dewey, MW XI: Volume 11: 1918-1919

- The Objects of Valuation
- Concerning Alleged Immediate Knowledge of Mind
- The Motivation of Hobbes's Political Philosophy
- Philosophy and Democracy
- Education and Social Direction
- Vocational Education in the Light of the World War
- America in the World
- Internal Social Reorganization after the War
- A New Social Science
- Political Science as a Recluse
- What Are We Fighting For?
- The Cult of Irrationality
- The Post-War Mind
- The New Paternalism
- Morals and the Conduct of States
- The Approach to a League of Nations
- The League of Nations and the New Diplomacy
- The Fourteen Points and the League of Nations
- A League of Nations and Economic Freedom
- Theodore Roosevelt
- Japan and America
- Liberalism in Japan
- On the Two Sides of the Eastern Sea
- The Discrediting of Idealism
- The Student Revolt in China
- The International Duel in China

- Militarism in China
- Transforming the Mind of China
- Chinese National Sentiment
- The American Opportunity in China
- Our Share in Drugging China
- Autocracy under Cover
- Preliminary Confidential Memorandum on Polish Conditions
- Second Preliminary Confidential Memorandum on Polish Conditions
- Confidential Report of Conditions among the Poles in the United States

- Rezension: Helen Marot, Creative Impulse in Industry
- Rezension: Robert Mark Wenley, The Life and Work of George Sylvester Morris

- Syllabus of Eight Lectures on „Problems of Philosophic Reconstruction“
- Introductory Word to F. Matthias Alexander's „Man's Supreme Inheritance“
- Reply to a Reviewer [Randolph Bourne]

J. Dewey, MW XII: Volume 12: 1920

- Our National Dilemma
- Freedom of Thought and Work
- Americanism and Localism
- How Reaction Helps
- The Sequel of the Student Revolt
- Shantung, As Seen from Within
- The New Leaven in Chinese Politics
- What Holds China Back
- China's Nightmare
- A Political Upheaval in China
- Industrial China

- Reconstruction in Philosophy

- Three Contemporary Philosophers: William James, Henri Bergson, and Bertrand Russell

- Bolshevism in China: Service Report
- Introduction to 1948 Reprint of „Reconstruction in Philosophy“

J. Dewey, MW XIII: Volume 13: 1921-1922

- Valuation and Experimental Knowledge
- Knowledge and Speech Reaction
- Realism without Monism or Dualism
- An Analysis of Reflective Thought
- Is China a Nation?
- The Far Eastern Deadlock
- The Consortium in China
- Old China and New
- New Culture in China
- Hinterlands in China
- Divided China
- Shantung Again

- The Tenth Anniversary of the Republic of China
- Federalism in China
- China and Disarmament
- A Parting of the Ways for America
- The Issues at Washington
- Shrewd Tactics Are Shown in Chinese Plea
- Four Principles for China
- Underground Burrows
- Angles of Shantung Question
- The Conference and a Happy Ending
- Chinese Resignations
- Three Results of Treaty
- A Few Second Thoughts on Four-Power Pact
- As the Chinese Think
- America and Chinese Education
- The Siberian Republic
- The Far Eastern Republic: Siberia and Japan
- Racial Prejudice and Friction
- Public Opinion in Japan
- Some Factors in Mutual National Understanding
- Education by Henry Adams
- Events and Meanings
- Industry and Motives
- Classicism as an Evangel
- Mediocrity and Individuality
- Individuality, Equality and Superiority
- The American Intellectual Frontier
- Pragmatic America
- Social Absolutism
- Education as a Religion
- Education as Engineering
- Education as Politics

- Rezension: Walter Lippmann, Public Opinion
- Rezension: Charles Hitchcock Sherrill, Prime Ministers and Presidents and Frazier Hunt, The Rising Temper of the East

- Syllabus: Types of Philosophic Thought

- Contribution to „Encyclopaedia and Dictionary of Education“

- Rejoinder to Dora W. Black's „American Policy in China“
- Foreword to Salmon O. Levinson's „Outlawry of War“
- First Introduction to Scudder Klyce's „Universe“
- Reply to "Liberalism and Irrationalism"

- Report by Charles W. Wood

J. Dewey, MW XIV: Volume 14: 1922

- Human Nature and Conduct
- Foreword to the 1930 Modern Library Edition

J. Dewey, MW XV: Volume 15: 1923-1924

- Fundamentals
- Kant after Two Hundred Years
- Tradition, Metaphysics, and Morals
- Values, Liking, and Thought
- Some Comments on Philosophical Discussion
- A Sick World
- Science, Belief and the Public
- Ethics and International Relations
- Logical Method and Law
- Shall We Join the League?
- Reply to Lovejoy's „Shall We Join the League of Nations?“
- Shall the United States Join the World Court?
- Political Combination or Legal Cooperation?
- If War Were Outlawed
- What Outlawry of War Is Not
- War and a Code of Law
- Secularizing a Theocracy
- Angora, the New
- The Turkish Tragedy
- Foreign Schools in Turkey
- The School as a Means of Developing a Social Consciousness and Social Ideals in Children
- Social Purposes in Education
- Individuality in Education
- The Classroom Teacher
- “What Is a School For?“
- Culture and Professionalism in Education
- Making Education a Student Affair
- The Prospects of the Liberal College
- The Liberal College and Its Enemies

- Rezension: Bertrand Russell, The Problem of China
- Rezension: George Santayana, Scepticism and Animal Faith
- Rezension: C. K. Ogden and I. A. Richards, The Meaning of Meaning
- Rezension: Charles S. Peirce, Chance, Love, and Logic

- Syllabus: Social Institutions and the Study of Morals

- Report and Recommendation upon Turkish Education

- Preliminary Report on Turkish Education
- Introduction to F. Matthias Alexander's „Constructive Conscious Control of the Individual“
- In Behalf of Culture
- Dewey Aids La Follette
- Statement on Scholasticism