

# Dead poest society and john dewey

Education



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Dead Poet Society & John Dewey Chapter In a traditional school like Welton's, Dewey accepts that the purpose of the curriculum is far much different to that implied by Keating in the movie. He asserts that the teachers are supposed to stick to the curriculum and be stern on their assertion during their contacts with the students (Dewey, 2012). In which case, the traditional curriculum tends to tame the students to the customary ways of the society to ensure conformity. Keating takes a different course from the customary instructions and purpose to make the students use the curriculum as a guide and not an absolute power (Franklin, 2009).

In his book Dewey goes on to give a light on the essential difference existing between typical Welton's classroom and Keating classroom. As opposed to Welton's classroom, Keating's students are likely to develop fun in their learning because of the chance they had in experiencing recreations and field treks outside their classroom. He revives the Dead Poets society that creates a chance for the student to focus on another world far from their curriculum. The fun developed allows the students to develop much passion for the curriculum. This is different to the Welton's orthodox case where the students had no chance for experiencing fun in their curriculum.

## Chapter 2

Keating, acted as the model described by Dewey evident when he told the student to tear the introductory page of their book while reading. This indicates that Keating as a teacher took up the trait of an executor who brought meaningful association between the students and their reading material. By tearing the page indicates that Keating was concerned about sorting out digestible and most relevant information for his students.

Indifferent to this, Nolan, Welton's headmaster and the enforcer of the

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traditional system is surprised when he finds out that the students had ripped the first page (Franklin, 2009). This reveals the unusual nature of the traditional systems, as indicated by Dewey, whereby the students are supposed to rely on books rather than their instructors (Dewey, 2007). Keating's way of teaching proves to be much beneficial to his students. Among the benefits derived from Keating acting as the executor rather than the book, is that the students received refined information which is easier to understand. Keating was able to sort out useful information that he viewed important for the students' digestion; otherwise, the students would have ended up reading bulky information without knowing what is important for their studies. Further, Dewey asserts that teachers acting as the boss agents, as it is the case with Keating, promote receptivity and acquiescence within the students (Dewey, 2012).

### Chapter 3

In his book, Dewey indicates that classical curriculum have a dangerous side, as can be interpreted from the scenes presented in the movie. The first instance occurs between Neil Perry and his father, when the former commits suicide. Perry's father, being an ardent follower of classical education ends up in a conflict about making choices, whereby Neil had developed strong passion for a career in performing arts, while his father wanted him to pursue medicine. Further classical education instilled by the Headmaster intimidated the students when making choices about significant matters that affected them. In the event of signing the denunciation letter, Todd agrees that the students were daunted in order to denounce their beloved teachers. This made the students to turn against their teacher.

### Chapter 4

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Keating's way of guiding his students had both positive and negative sides. Through his guidance, Keating was able to instill self-awareness in his students, which allowed them to achieve conformity with their inward experience. As Dewey asserts the experience allowed a connection between an individual, articles, and other individuals. This is evident when Keating takes Todd through a self-expression exercise making him realize his potential (Kleinbaum & Schulman, 2012). In addition, the experience also allowed the students to find their true passion in every aspect of life, including career choice and romance.

However, the freedom coming with Keating's way of guiding resulted in some abhorrent scenarios within the movie. Perry's action of committing suicide indicates the profound vile nature asserted by Dewey as the result of presence of much freedom and absence of rules. Dewey asserts that presence of much freedom makes the subject to go for vile preferences and decisions. For Keating, he had trained his students to develop freedom and take control of their life decisions, regardless of the existing rules (Kleinbaum & Schulman, 2012).

## References

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