

If you have ever wondered about John Dewey's attitude toward mathematics, I offer for your consideration his own words.

From **Democracy and Education**, by John Dewey, © 1916, ISBN 0-684-83631-9, p.245:

“Mathematics is said to have ... disciplinary value in habituating the pupil to accuracy of statement and closeness of reasoning; it has utilitarian value in giving command of the arts of calculation involved in trade and the arts; cultural value in its enlargement of the imagination in dealing with the most general relations of things; even religious value in its concept of the infinite and allied ideas. But clearly mathematics does not accomplish such results because it is endowed with miraculous potencies called values; it has these values if and when it accomplishes these results, and not otherwise. The statements may help a teacher to a larger vision of the possible results to be effected by instruction in mathematical topics. But unfortunately, the tendency is to treat the statement as indicating powers inherently residing in the subject, whether they operate or not, and thus to give it a rigid justification. If they do not operate, the blame is put not on the subject as taught, but on the indifference and recalcitrancy of pupils.”