I. Solve problems by stepping back from formulas

II. Educative Process: immature being and social aims

A. The Conflict:
   1. The child is personal; curriculum is impersonal
   2. The child is one; curriculum divides
   3. The child is affectionate; curriculum is logical

B. First approach: choose the side of curriculum
   1. The problem is that the child is egoistic
   2. The solution is to subdivide curriculum and make the child docile

C. Second approach: choose the child's side
   1. The goal is self-realization; learning is active
   2. The subject matter is only food

III. His solution: There is no gap between child and curriculum

A. Child: his experience is already subject matter
   Curriculum: Outgrowth of forces in child's life

B. Studies are ends for directed growth of child
   1. Interpretation: understand the child's experience in relation to end
   2. Guidance: provide direction for the life process's fulfillment

C. The logical and the psychological
   1. Notes (psychological) to map (logical)
   2. Map (logical) to actual journey (psychological)
   3. The logical is psychological

D. Scientist and teacher
   1. Scientist: subject matter as body of truths
   2. Teacher: subject matter as stages of development

IV. Undesirable alternatives

A. If subject matter is not interpreted for the child:
   1. the subject matter is purely formal
   2. there is a lack of motivation
   3. the subject matter is not thought provoking

B. Substitutes for genuine motivation
   1. routine is itself made interesting
   2. the opposite of study is seen as worse
   3. material is made interesting by tricks

V. Summary