

Principles of Education: Link of Philosophy and Pragmatism According to Dewey

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ABSTRACT

John Dewey (1859-1952 AD) is among American pragmatist philosophers. His involvement in education arguments caused many people consider him as an educator but his philosophic aspect become clear when he focuses on general principles. Dewey seeks to present a manner having more efficiency in proportional with society changes by criticizing education organization. This article tries to deduce education principles from Dewey works and define its relation to his functionality philosophy. Principle in word is derived from Greek root "arkhe" means origin and start which in Latin turns into foundation and basis. Aristotle enumerates six meanings for principle in "Beyond Nature" and what is common in all meanings is that they are all primary. Criticizing Froebel's cultural principles as one that past academies followed his principles, Dewey states that Froebel's principles and thoughts are useful only under his own social circumstances and conditions which had to develop according to current requirements.

KEY WORDS: Education; philosophy; pragmatism; Dewey.

Conclusion of principles from psychological principles

According to Dewey, it is necessary to study manifestation of child spirit in order to present modern libratory education principles and researchers continually attempt to find factors facilitating natural child growth. In past, educational principles were taken from old psychology which isn't accepted today. Comparing old and new psychology, we become aware of necessity of emergence of modern educational principles. This comparison can be done in three aspects (Dewey 1964, pp 81-85):

1- mind:

Traditional psychology looked at mind as an independent and individual factor which had direct relation and contact with external factors. In contrast, new psychology considers mind as one of the social factors which continues to develop under influence of social factors.

2- feelings:

Traditional psychology was, in fact, knowledge psychology and didn't pay attention to tendencies and feelings and how to propagate thoughts from human requirements and feelings. However, modern psychology presumes mind as a partial medium of feelings and thoughts which its main duty is to lead internal activities.

3- mental growth:

New psychology considers mind as a growing force which its abilities changes during different stages of life. But old psychology conceived mind as a fixed power which cannot change and only difference between child and adult is the amount of their knowledge. According to modern psychologists, human being isn't born with a number of fixed capabilities which school can discover and show them with limited and fixed formulas, but unlimited human capabilities require education and creation and consistency with life materials (Dewey 1959, p 167).

Observing such differences in psychology, education is changed inevitably but the main problem isn't the necessity of such a basic change, instead we should make it operational because thought and wisdom singly can't approach to target and functionality of infrastructural change principles is addressed (Dewey 1964, p 86).

Towards satisfying his objective which arranges an empirical education philosophy based on experience, Dewey defined education principles using his experiences and observations in different schools and considering human experiences.

Education principles for Dewey include:

1- Interest

A person tends to do with respect to occupational objective. This tendency motivates his feelings and the motivated feelings change his current position and lead him toward that action and activate him (Dewey, 2001, pp 260-266).

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Traditional educators have improperly attempted to make some external factors, curricula and education process pleasant and mislead children with splendor in order to achieve their objectives and it is resulted from where reading and education process isn't delightful for children. We should plan reading and education process such that it has more relation with routine life or human activity to provide adequate interest.

Consequences of this principle include: the best time for education is when child is interested in it. Therefore, Dewey believes that in the early education years, child is interested in studying and seeking external world but in eight or nine years old, he/she is interested in studying the book. If these stages are observed, student no longer learn alphabet for alphabet and reading for reading, but has an objective and want to understand its secrets with reading the book. So in instructing numbers and calculation instead of instructing meaningless slant lines and signals for child, we should wait until he/she pays attention to its necessity while playing and seeks reading (Dewey 1959, pp 40-43). This doesn't mean following all interests, instincts and desires, instead means improving some instincts rather than satisfy them. Interests related to natural life are in the first grade and would be a motivation to satisfy fundamental requirements (Dewey 1964, pp 112-113).

Doesn't acceptance of this principle cause that child's precision and attention disperse and doesn't remove his mental perseverance?

Dewey seeks mental student perseverance depending on a single object so that a special matter like weaving or blacksmithing and etc is a continuous work which can prolong for years and if the topic is child interest, not only disperse child's physical and spiritual powers, but also concentrate them to achieve the target and prepare the product and attract and focus sparse child capabilities (Dewey 1964, p 115).

2- discipline

Discipline causes the person provide necessary instruments to approach the target and in contrast doesn't give up and resists on his way. In other hand, discipline means conscious resistance against barriers. Therefore, discipline axis is the intention (Dewey 2001, pp 262-268). On the other hand, discipline is always a branch of an objective and we should establish a special order and discipline in order to reach each objective (Dewey 1964, p 12). When traditional educators saw a child violate in learning a matter, they resorted to discipline factors so that they can motivate his/her intention and were unaware that they should focus on interest to motivate intention since interest and discipline are interrelated (Dewey 2001, pp 262-268). In contrast, in a system which discipline means development of cooperation spirit, the essence of cooperation is formed while working and acting, just as a workshop which in spite of disorder observed, whole team attempts to create a common product and it is an order which govern over all workshop. Actual and stable discipline is resulted from common social activity and cooperation (Dewey 1964, p 13). If this discipline is imposed necessarily and spontaneously, it is natural and necessary (Dewey 1959, pp 146-147).

3- association of science and action

The limited knowledge scope doesn't decline people in the society, but a society will be stagnant and humble and decline whose people are unable in action and can't administrate their information timely (Dewey 1959, p 46).

A student should learn scientific problems and topics according to its function in social life (Dewey 1971, p89). Focus on this method is not only the most efficient and easiest way to acquire science, but also is the most reliable method to understand current economical and industrial problems (Dewey 1990, p 94). In contrast, if a child can't be consistent with environment and society, that is, doesn't understand practical lessons, any lesson or book will not be suitable for him. Lessons in curriculum and child actions should be consistent because both are derived from life and can't be separable. Education is natural in the family because what child learns is in terms of action and test (Dewey 1959, p 91).

In other where, Dewey classifies knowledge stages into practical, theoretical and abstract stages and considers practical knowledge as the most basic and useful kind of knowledge which a person attain it in the early childhood, acting on the objects. Even he considers theoretical knowledge, knowledge of other experiences useful provided that individual's life and practical activity require it and properly link with his/her practical knowledge (Dewey 2001, pp 384-392).

Dewey agrees the deployment of hand-made works in academies since with actual activity in schools, education approaches to real life and transforms into a natural house for student. In this case, school is not only a place for learning lessons have ambiguous relation with signs of life in future, but also will be a real small society sample practically providing the way to find nature secrets with student (Dewey 1964, pp 14-17).

This is resulted from where thought and experience are strongly interrelated. Experience has both active and passive aspects according to Dewey. At first, we act on something (active aspect) and then evaluate their consequence. When their relation is conscious and intentional, it is called thought by Dewey (Dewey 2001, p 315). The separation of thought and experience results in improper way in education. A number of educators only values theoretical materials such as mathematics, history and Geography and others only values practical works; unaware

of the fact that science separated from action and or machine action don't provide a chance for proper education. In this regard, this principle is called association of thought and experience.

4- Student-oriented

Some think that childhood period is inexperience, weakness and passivity era and a ground for human maturity. Child's reliance upon others doesn't mean his/her weakness, but is resulted from his/her rich capability and power who can learn in relationship with others and society. Child doesn't simply form due to environmental stimulus like wax, instead considers and learns useful points while experiencing his/her life and therefore obtains new habits and changes his/her behavior (Dewey 2001, pp 95-112).

Student and child life (as the first student) isn't lower than his/her instructor life in terms of time and value. The task of instructor is not only to teach lesson to the student but she/he is obliged to educate the student. The origin and objective is to educate child and teacher should design next stages based on child reactions to educational process. Therefore, lessons should be limited like child environment and the necessary information is added to it so that we adjust year, week or month school plans in terms of child's capability not variety and diversity of topics (Dewey 1964, p 105). Secondly, we should relate lessons to his/her practical diary life (Dewey 2001, pp 376-384). In traditional education, focus of training process was presumed out of child, therefore book and teacher were important and the attention wasn't paid to his/her instantaneous instincts and natural activity. Education must be revolved and its gravity should be transformed into child essence. In this case, child as a sun can direct instructor towards education in the best manner and will be more brightly every day (Dewey 1964, pp 30-32).

However, we can't consider child's immature, transient and sparse thoughts and tendencies not polished by wisdom, experience and insight stone as a basis of education. Teacher with wisdom, patience and care may find what is child's natural desire and transient aspiration and how can adjust natural powers and mental tendencies and thoughts with education objective (Dewey 1964, pp 33-34).

Dewey exemplifies in society and school books (Dewey 1964, pp 34-53) in order to show that how can children guide from simple stages to wide and complex research stages in education process and accustom to mental order along with these studies.

5- continuity

No experience is emerged or removed spontaneously. Any experience while is independent from desire continues in the next experiences (Dewey 1990, p 28). In other word, any experience takes advantage of prior experiences and affects the quality of next experiences. Therefore, experience is related to past and future but all experiences aren't equal in educational value. Any experience which prevent or stop other experiences and disable human being in controlling next experiences, even if it is desirable alone, since interrupts the growth of other experiences, is non-educational (Dewey 1990, p 26). Any experience should lead to other experiences which are deeper and wider and thus ensure individual's growth (Dewey 1990, p 50). Therefore, the major problem of experience-based education is that those current experiences should be selected that are effective in next experiences. An instructor is obliged to study the direction and objective of any experience and apply it in adjustment of experience conditions for students. The continuity of literature taught should be clear and tangible that child observes the continuity of whole factors as the relation of chain rings together (Dewey 1964, p 118).

However, it is questioned that how can instructor apply insight obtained in wider experience, without it is done forcibly?

The instructor is responsible to be aware of formation of actual experience in terms of student environment and condition and knows that what conditions are suitable for acquiring experiences lead to development and more importantly, he/she should know that how can use the existing social and physical conditions to gain what can help to formation of valid experiences (Dewey 1990, p 43). The adjustment of objective conditions limits individual's freedom at instantaneous phenomena but make he/she more free, as a wise mother creates experiences using her past experiences and consultation with experts which is more suitable for natural growth of children, instead merely is subject to child's internal and instantaneous situation.

6- interaction

Experience isn't occurred in vacuum. There are sources in the environment around individual which produce experience and regularly use it. Experience isn't only formed inside person. Any experience has an active aspect, too which changes objective conditions of next experience attainment. This principle gives an equal validity to both experience factors, that is, objective conditions and internal conditions. Any normal experience is resulted from interaction of these two conditions. If we look at them together or in interacting condition, they create situation. The problem of traditional education wasn't that external conditions are emphasized in controlling the experiences but it is low attention to internal experience factors (Dewey 1990, p 45). One experience is always an experience due to interaction between individual and what constitute his/her environment.

There isn't anything which has cultural value alone (Dewey 1990, p 49). This principle says that inattention to consistency of the materials with individuals' requirements and abilities can result in non-educational experience like individual's inattention to his/her consistency with lessons.

Both continuity and interaction have a kind of unity as well as independence and in other words they are length and width aspects in the experience. While a person moves from a situation to other situation, his/her surrounding environment and world is expanded. What does he learn in a situation becomes an instrument to understand next situations more efficiently (Dewey 1990, pp 47-49).

7- social control

We shouldn't recognize human tendencies as selfish and antisocial and try to make individual obedient to public and social objectives. The concept of control used by some as imposition and force is a pretext for some social and political regimes entered into education from political scope. However, cultural control is in fact the emphasized form of direction and includes regulations which people obtain them during their experiences to direct others. Control is an activity requires concentration and continuity. Due to control, a few tendencies are selected and focused while any tendency like chain rings is related to prior and next tendencies and as a result, continuity and order is emerged in individual's activity which the first aspect causes doing an action and the other aspect provides fields of next actions.

Education should be performed as social control in order to have a stable effect, that is, instructor's direction to students wouldn't be external and in force. In addition, it shouldn't be direct, let's person is directed or even punished spontaneously and due to conditions and feelings of others such as love, satire, derision, hate and so on. Social environment of every body, that is, the behavior of people live around him directs spontaneously individual's activities and therefore is the important cultural factor (Dewey 2001, chapter 3).

This principle means that education is a social process and its realization is to the extent that individuals form a social group. Teacher as the most mature member of this group is responsible to direct interactions and interrelations which in fact form the life of a group as a society. In this case, teacher loses the position of a dictator or director outside group and plays a role as the leader of activities in this group and a member of it. An instructor should select activities related to social organization in which individuals cooperate and whole situations and activities people involved in is the main cause of individuals' control (Dewey 1990, pp 57-68).

In traditional schools, lack of common social activity or group caused social non-control and teacher was obliged to involve in it to keep the order and compensate unsuitable conditions. In new schools, the origin of social control is the working nature which all people acquire the opportunity to help and serve and feel that they are responsible for it. In this regard, a teacher should minimize the cases which he/she must influence directly and as required, acts definitely in order to provide collective interests, not to display personal power. However, there are cases such as a student is so passive and obedient under conditions outside the school that doesn't have a share in collective activities or people who are bold and disobedient and don't allow others to do action and influence them. But the existence of general principle doesn't break social control. In such cases, teacher should discover the causes of unusual behaviors and provide the best way for participation of the most people in a common activity based on his/her knowledge.

8- freedom

Freedom has advantages such as:

- a) Inevitable silence and peace prevent students from showing their own actual nature and uncover devilish thoughts, desires and activities beyond a quiet and deceptive appearance and prevent teacher to understand student's conscience. Without such knowledge of student, the materials and even the manner of teaching can be useful by chance.
- b) Physical immobility makes student's response and passivity more but the actual thought is done only after physical activities and for regulating the materials experienced by brain and all organs (Dewey 1990, p 74).
- c) The lesson child learned by freedom is that he/she mentions to his/her capabilities and potencies and finds that what is able to do and what is unable to do, what affairs are pleasant for society and what actions make trouble and dissatisfaction for people (Dewey 1959, p 151).
- d) If there isn't freedom, teaching isn't possible by acting (Dewey 1959, p 151).
- e) Student's inaction and immobility makes other students' powers compact and lead them to wickedness and in that case, it is necessary to be punished (Dewey 1959, p 152).
- f) Freedom is an activity and it is the basis of life and preparedness for living is due to child's free involvement and game (Dewey 1959, p 153).

This freedom shouldn't be considered as an objective. Instead it is a means for mental and intellectual development. Freedom from limitation is a way to achieve positive freedom aspect including adjustment of objectives, wise judgment, evaluation of desires by results obtained and selectivity and adjustment of an instrument to satisfy clear objectives (Dewey 1990, p 74). Criticizing the external actions freedom, Dewey believes that

students freely go to school, go back to home, work, speak, move, give up work, but their mental and intellectual activity is limited to how do the instruments work, are deprived from determining their own plan and target and have no innovation freedom, though they're free in selecting the instruments. Human being should practically take advantage of his/her own powers and attention and can be consistent with different aspects of life when facing with vital facts and unlimited and uncertain tests (Dewey 1959, pp 163-167).

Teacher's guidelines to students are considered as contribution to freedom, not its limitation (Dewey 1990, p 83). Student must obtain recommendations and it is better to gain them from an experienced person. However, teacher should not present his/her suggestions as an imperative order instead of using his/her position, but his/her suggestions should be transformed into an achievement of cooperation in the form of a design and beyond other suggestions (Dewey 1990, p 84). We shouldn't consider instructor's guidance as an intervention and limitation of freedom because the assistance of an instructor with these descriptions doesn't exceed cooperation and contribution of people in a society (Dewey 1959, pp 162-169).

The extent of freedom for a child is such that doesn't annoy others. If a student annoys others without consideration to his/her teacher's comments, and is healthy and normal in any aspects, we should separate him/her from others and let him/her to see all students in his/her seat. The intruded student with seeing cooperation and game of his/her own counterparts become eager to join them. Such an effort is an objective moral lesson and is far more efficient than instructor's advices and punishments (Dewey 1959, p 155).

9- scientific method-based thinking

Human being is faced with two kinds of experience in his/her learning process: one is test and error and other is mental experience which requires examination, analysis and expectation as well as external impact. This mental experience is called thinking by Dewey (Dewey 2001, pp 299-301). Human growth is dependent on thinking growth but thought force isn't developed with gathering sparse and disordered information, instead the problems of motivation are the insights and any problem is occurred unless achieve to an experience we aren't familiar with its fields. Therefore, growth is dependent on problems which we should overcome them with wisdom and intelligence. Dewey presumes that the initial point of reflective thinking is the problematic situation which idealism can not consider specific and concrete features of this uncertain situation in thinking (Dewey 1929, pp 67-68). In providing an uncertain and problematic situation, instructor should design the problem in terms of present experience which is in the scope of students' ability. Secondly, it provides a motivation in students to act and acquire information and new imagines. Therefore, the background for acquiring more experiences is formed in which other problems are solved (Dewey 1990, p 94).

The scientific method can organize our experiences and help to solve problems. The characteristics of a scientific method help us in this way include visions, activities and their results and as a whole, all attempts done are reviewed and imagined whereby the experiences are organized mentally which is a source and capital to study other experiences intelligently (Dewey 1990, pp 94-103).

Dewey defines these stages as follows:

Ambiguity and uncertainty due to an unclear situation, expectation or a temporal vision about passive topic relying on known elements, precise examination (precise test, research, search and analysis) of all attainable elements to resolve the problem, comparison of a preliminary assumption or vision with known facts, functionality of the assumption and measurement of its validity degree (Dewey 2001, p 312).

10- collective activity

If education is only based on acquiring the knowledge and storing them in the student's memory, it has an individual dimension and leads to self-centeredness. In fact, in traditional education, teacher by examination determines which students are prior than others in terms of gathering the maximum information. Under such conditions, the collective activity is known as a hidden attempt to lower others' actions instead of cooperation and collaboration and kind students try in secret to help their impotent friends. Collective activity has mostly a generous aspect and depresses impotent students more and more, though any collective activity should be done beyond teacher and along with fear (Dewey 1964, pp 10-12). In contrast, if students' activity would be in the form of natural assistance, it motivates and encourages dependent students to continue their activity and a free relation spirit is created and thoughts and beliefs are dominant over them and help them to attain the objective. In social and collective life process, activities of each person have collective common field and link to others' activity and control common design and intent of work group. Students shouldn't be classified by teacher and on the basis of their knowledge and information, but students should be freely classified voluntarily. Students who gather and work or play with other students voluntarily, undoubtedly their spiritual horizon is close. Such a classification called life class (Dewey, 1959, p 44) faces students with affairs in proportional to their age and notion in order to obtain necessary information using personal perception and attempt and develop. In addition, weaker students train without feel humility or lose their self-possession or seek to become aware of their weaknesses and deficiencies. In this plan,

the student is examined by regular and brief tests and open book and merely for measurement of student and whether the teacher evaluates his/her instruction method (Dewey 1959, pp 44-50) and the competition between students is based on how can we do this activity, that is, social interest (Dewey 1964, p 12).

11- naturalism

Dewey calls his philosophy as empirical naturalism or naturalistic empiricism. Dewey presumes that experience is a way towards facts and nature rules resulted from nature and flow in the nature. It isn't experience which is experienced but it is nature that is experienced (Dewey 1929, p 4a).

In his tomorrow academies book, Dewey assumes that Roso naturalism is unreal and illusive since Roso didn't attempt to experience his own suggested instructions. He also believes that children can't be only abandoned at informal education which is natural and erratic since children need severely education and should change desires and customs and we can not be inattentive to growth of people are going to be a member of a society (Dewey 2001, pp 6-12). Discriminating unintentional or natural instructions which individuals are acquired by surrounding environment and formal education, Dewey assumes that the importance of academy and formal education is in three aspects:

a) simplicity and gradation

Academy classifies some vital elements of a society included in the scope of child reaction and instructs him/her simply and gradually.

b) removing bad elements

The academy is the most important agent which preserves and develops some parts of society capital required to provide a better and happier future and remove unnecessary and bad elements.

c) providing balance and unity

Academy unifies different groups of a big society and various environments of a single person and creates a wide horizon which isn't specific to a special group or class in a single educational plan and presents common conceptual, moral and emotional standards to all people and therefore it is an agent to unify people in different groups and different environments (Dewey 2001, pp 16-20). Therefore, it is clear that Dewey is opposed to natural education but he assumes that recognizing natural child tendencies and instincts and using them and providing a suitable and natural environment such that children add their perception and judgment and imitate desirable customs are among the basic problems and initial stages of education (Dewey 1964, p 54 and p 117). This is natural right for children to take advantage of childhood period and anybody and anything shouldn't intervene in their natural life process (Dewey 1964, p 35).

Observing the naturalism principle which is organic or based on natural life aspects according to Dewey (Dewey 1959, p 43) provide a background to apply natural objects, motivates attention and strengths observation power, force children to attain a certain objective which its achievement requires innovation and invention, concentrate the precision and enhance the sense of personal responsibility and as a whole, positive and explicit results are obtained which allow children to see their work consequences and judge about it and improve it if necessary (Dewey 1959, p 40).

Natural education is as follows: since children are naturally curious, examine the things and since they find they need to discover and know their characteristics, tend to learn and know and as a result, learn facts with observation and personal experience. If we can answer this question when there is no academy, what do children do? We can understand natural education. In that case, undoubtedly they turn to childish games and works. Since the academy shouldn't be inherently different from home, there is anything except desirable games and actions for children (Dewey 1959, pp 64-65).

For children, the surrounding environment is a completely sensible environment and even their existence depends on children attention and their sensibility (Dewey 1964, p 118). Therefore, it is better to instruct child the natural objects and their relations with ordinary life and help him/her to look precisely at various trees, plants and animals, weather and natural problems and so on. Children are in relation with such problems but education must resolve this relation. Therefore, although the imagination of a tree by story isn't ineffective in developing child thought, its effect isn't as the direct contact to nature (Dewey 1964, pp 117-118). On this basis, Dewey disagrees with Froebel's symbolism since child mind isn't so wide and only understands its physical and sensory meanings. As a result he/she can't recognize facts from symbols (Dewey 1964, pp 102-103).

In implementing naturalism in large industrial cities which human civilization covers nature face and conceals it, instructor can present children a few natural creatures found even at industrial cities instead of wide nature. However, it can't be so useful for urban child. Instead we should inform them with urban social facts. Skyscrapers, automobiles, loading ships, industrial factories and industrial materials and what is in urban environment deserve study (Dewey 1959, pp 108-109 and pp 115-117).

In summary, one can say that Dewey naturalism isn't against socialism, but it is against tendency to artificial and abnormal affairs which human being isn't dealing with them in routine life.

12- unity-oriented

a) Unity of lessons (comparison of school and society)

Traditional education tries to instruct anything such as public knowledge, order and practical skills, assigning certain hours to various lessons. But every lesson is taught for a special purpose and even for two purposes like mathematics which is partly taught to develop discipline sense and partly for practical applications. Therefore, education unity is removed and the consistency between different lessons are removed and student move away from major purpose of education which is to provide welfare and well-being for children at present and in future (Dewey 1964, pp 60-63). For children, the surrounding environment is a sensible environment and attempt to decompose the elements of this environment and instruct the children is an indication to remove actual form of nature (Dewey 1964, pp 117-118). Therefore, the most important problem of education is in managing lessons to provide unity between different lessons so that prevent damages resulted from friction and frequency and non-relation between different lessons. The best way to provide unity of lessons is to link them to life and school is considered as a partial indication of social life. When we consider school as a single set related to life as other single set, their objectives and targets aren't significantly different and it isn't necessary to teach separate lessons in order to reach them. However, in that case, the main objective of school is to increase child's capability and ability to be consistent with social life and serve the society. The social life objectives such as discipline and acquisition of knowledge will be among different stages of development in school (Dewey 1964, pp 75 & 105).

b) The unity of educational grades

When there isn't permanent and unbinding relation between different educational grades from elementary school, middle school and high education, then education gives no desirable result. Perhaps what was taught is removed from student's mind after a while and as a result, both student and teacher lose the time. The spirit of exploration and research and study governing over university should be dominant in the schools and for this purpose, the highest education center in which the best educational principles are taught should be harmonized with lower grades in which the preliminary principles of education taught (Dewey 1964, pp 64-67 & 77).

d) The unity of method and topic

An instructor can't determine teaching method voluntarily. The separation of teaching method and topic is abstract. While method and topic can be separated mentally, they can't separate in reality as we can't separate eating (method) and food (topic) while we are eating food. People assume that their internal world is independent of external world and in other word, soul is apart from environment and therefore, they believe that one's work method is resulted from his/her mental principles and his/her work topic is resulted from outside world whereas we can't draw a strong line between soul and environment and separate work method and its topic. In fact, how do we do is dependent on what is it. Separating method from topic and lessons, we can make many inflexible and general methods and implement them without regard to situation which as a result, they lead to hard discipline and tedious and sophisticated learning (Dewey 2001, pp 342-354).

Dewey seeks to provide improvements in educational system based on human nature and rebuild policy about democratization of political institutions based on increasing wages and participation as well as good participation of cultural and economical resources. His comments are evaluated along with his practical involvements and attention to each of them prevent us perceiving his viewpoint foundation. In a summary, Dewey philosophy is a branch of functionality which is relied upon biology principle. Human being is an alive and environment-affected creature. Now, according to this principle, human welfare is to recognize the environment and use natural agents and objects in his/her own favor. For Dewey, human being doesn't have absolute reality in daily life and numinous considerations are outside of his/her requirements. Human knowledge belongs to the existing facts, that is, nature effects and externalities not unknown fact and absolute presence. The only method for acquiring such an insight includes observation and experience such that affairs and objects are associated because affairs have practical value when put in practice and are related to other affairs and objects. Object world facts are affairs that temporarily deserve practical value in terms of test and experience in our life. Therefore, mental powers are tools for practical life and dominance over nature and consistency with social evolution. We can't find ideal human activities as fixed, absolute and eternal with research in practical life but are different in proportional to place and time conditions and individuals (Dewey 1959, pp 75 & 105).

Dewey philosophy can be called in seeking the wisdom, wisdom full of human experiences including daily experiences and dynamic sciences and human nature which its new facets are emerged every day.

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