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John Dewey was an American philosopher and an educationalist who made a lot of contribution to the current quality of education seen in the United States. The educationalist lived a life of importance. His contributions were not taken for granted. The positive impacts of which his contributions came led to a lot of reformations in the education sector. John Dewey had an interest in both the adult and the children education. This paper will consider some of the achievements of this gentleman in the field of education. His achievement will equally be linked to the current success of education in the country (Hickman, Neubert, & Reich, 2009).

Born in 1859, John's family was wealthy. The lad did not have a harsh childhood as he had everything he wanted at his disposal. Dewey's father loved literature, and it is from this influence that John received his desire for education. As a young boy, John was very sharp in class. In fact, when his achievements are to be mentioned, his unprecedented love for education cannot be assumed. At the age of 15, Dewey had already enrolled for an undergraduate course. He took a four-year course in education, and by the age of 19, he graduated as the second best in his class. The achievement opened more ways for him in the field of education which he sought diligently (Hickman, Neubert, & Reich, 2009).

John Dewey loved literature and history books. Since his father introduced him to the culture of reading, he made it his hobby to the point of his death. The knowledge which John got from his interactions with many books became a blessing to the entire country. He spoke of the things he understood, and this ushered him into his next stage of his important life (Hickman, Neubert, & Reich, 2009).

Immediately after his graduation, Dewey found some teaching job at a seminary. His job as a teacher was short lived. He was laid off after his cousin, who introduced him in the school, retired as the principal. He later went to a private school where he taught for some

time and then ventured into philosophy. Dewey earned his doctorate then became an assistant professor. His plans to shape the nature of education were born (Talebi, 2016).

At Michigan University, John Dewey started off as an assistant professor. He taught for some time and left with his family in Chicago. He later came back and taught at the University for five years. Then moved back to Chicago where he was appointed to different positions in his ten years of teaching at the University of Chicago. After leaving Chicago in 1904, John joined the Ivy League. He was a professor at the University of Columbia until the point of his retirement in 1930 (Talebi, 2016).

After going through a series of philosophical studies, John Dewey found out that the education system as constituted in the country was not achieving the intended purpose. Students were not getting the true nature of the studies since the system did not introduce practicality. From his philosophical view, it was necessary that experimentalism should be introduced in the education system. As he explained, human beings tend to relate more to the things that they do. The physical interactions tend to improve the cognition of the participants, and this increases their memories (Bacon & Sloam, 2010).

On adult education, John Dewey confirmed that the brain system of an adult was not constructed to master a lot of theory. It's construction as meant for understanding. The adults have a lot of things in the mind. When compared to the brain types of the children, the adults relate more to the physical stuff than the children. The discovery led to the development of experimentalism in the education system. It was necessary that the concepts should be understood in the right contexts. John Dewey, though his findings, brought in a discovery to the field of adult education (Bacon & Sloam, 2010).

From his explanations, Dewey found out that man operated in a system where he could get an unexpected result. The uncertainty of the outcomes leads to more chances of creating and seeking to try out a new method. According to John, this is the process of

education. Usually, the memory tries to retain the most important things in the mind.

Observations from the most important aspects of this memory. Adults tend to reason out their concepts, unlike children who are expected to master them. Reasoning out is easier when observations are involved. This philosophical perspective created the basis for a new reform in the education sector (White, 2015).

After his experience with philosophical books, the human mind is discovered to work best under observation. John Dewey defined true education as a system where the students can remember that which they were taught in the classes. This is hardly possible when the system is full of theory without any practical approach. After deep consideration, the United States embraced the system of education. The experimental education as born and the results were seen to be impressive (Talebi, 2016).

As a philosopher, understanding the education system was necessary. The institutions of higher learning focused on the theoretical aspects of education which did not bear fruits for the technical courses. Even in the field of education, the students were made to master a lot of theoretical content which they dispose of in the exams and forget about them. The true meaning of education would be lost in the next few years if the system was maintained. Other than proposing an ideal system of education, Dewey came up with the most practical ways of explaining the concept (Talebi, 2016).

In 1894, John Dewey and his wife Harriet started an experimental school within the college that would be used to test the theory. The elementary school within the Chicago University was to h\be the experimental location for the new education reforms. The plans were cut short when the president of the university fired Harriet. The first seeds of this reformation had already been planted. The plans to improve the education system took a new turn. More scholars took an interest in the idea, and they thought it necessary to try them out.

In as much as the elementary school in Chicago was closed. Dewey did not give up on his quest (Bacon & Sloam, 2010).

Later in 1919, John Dewey, together with his other colleagues started a social research center for the experimental education. The center was mainly to serve the purpose of understanding the relationship between experimental education and the art and social sciences. The experiment was a success. The professors who participated in the research largely embraced the system of education as it proved to be more effective than the theoretical education system. John Dewey did not intend to do away with the theoretical system of education. He intended to make education more practical and interesting (Talebi, 2016).

After a successful experiment in 1919, John Dewey took a personal initiative to preach the importance of experimental education. He made his lectures as precise as possible so that he could be understood. His influence was not only felt within the United States, but he traveled throughout the world to explain the effectiveness of the education system. The idea was received in several institutions of higher learning. The influence was created and the United States was the first country to embrace the system (White, 2015).

During his campaigns, John Dewey found a similar system already in place in Russia. He was impressed by the practicality of the education system and the influence which it had on the quality of education. In Russia, he shared his findings, and the Russians included his findings on their education system. The practicality of the experiments intrigued the entire world as it sought to include it in the systems. John took Russia as a case study in his subsequent explanations and the other institutions were impressed with the findings. Together with the experiments that he held with his colleagues, Dewey convinced a good population on the importance of experimental education when applied in conjunction with the theoretical concepts (White, 2015).

After his retirement, Dewey was actively involved in memberships of different institutions. His actions were not taken lightly. He became an active member and his contributions to the quality of education were taken with more weight. Later, John was appointed to chair some of the most important institutions, and his influence was seen in the results (White, 2015).

John Dewey was sure that his ideas could not reach the next generations through words of the mouth. He had to ensure that the future generations shared the beauty of his inventions. For this reason, the professor wrote several books explaining the importance of experimental education. His books included the combination of the theoretical aspects and how the students could benefit from them when practicality is included. His discovery has passed the test of time. To this age, experimental education is still the best form of education in secondary and tertiary institutions of learning. During his lifetime, John wrote over 1000 works. These pieces of writings were varied on different topics. They included all the aspects of a useful life, but most of his writings were specific on education and the desired quality which it could achieve (Bacon & Sloam, 2010).

Thus, in the closing years of the professor, he had achieved a lot of success in his life. His contributions to the quality of education were felt throughout the world. Retired by the age of 70, John dedicated his last 22 years in the active role of shaping the education system. It was in this period that he wrote a lot of books on the importance of experimental education on adults and the quality of understanding. The works of John are still widely used in explaining the roots of experimental education and the success that it achieved in the past years. In 1952, John Dewey died of pneumonia after his successful accomplishment of bringing reforms to the education system throughout the world.

References

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