The Impact of Metaphysical Pragmatism in the Contempory Society

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Abstract

The aim of the Paper is to show the impact of the metaphysical pragmatism in the contemporary society: an analysis of Charles Sanders Peirce's theory. Pierce in his argument presents his theory showing that action gets prior over thought. In this matter pragmatism as the doctrine that truth is a practical efficiency of an idea. This theory has made a great contribution in such a way pragmatism theory is considered as tools to solve problems and the results are considered as they are correct and real until their effects are desirable and useful, otherwise the theory is incorrect. The paper presents theoretical framework based on Peirce's upon whom the impacts of pragmatism in the contemporary society could have taken roots from. The pragmatism approach in the contemporary society has influenced various sectors and scholars in such a way they concluded to design a system to consider the specialized subjects and also provide the required techniques to the interested individuals in the contemporary time. The paper also covers various impacts which have been shown now in the contemporary times such as training needs assessment process, the subject oriented against the job-oriented educational content and applied scientific education, applied science curriculum design to approach is based on profession and jobs. The identified gap with the critique on the theory of pragmatism is the failure to link between the pragmatism theory and other disciplines such as metaphysics which has led to negative impacts such as moral subjectivity, on the society. Given Perce's understanding of Pragmatism, The gap may be bridged through linking of both disciples metaphysics and pragmatism and this will help to have a self-defense on pragmatism theory because they are separable but dependence to each other in this case various contemporary issues will be addressed by pragmatism theory.

Key words: Metaphysical pragmatism, Contempory society, impact of metaphysical pragmatism

1. Introduction

The origin of pragmatism can be traced from the Sophists philosophers of ancient Greece who held that man is the measure of all things. The term pragmatism was first used by the American logician Charles Peirce. He intended to use this concept as a means to solve and evaluate intellectual matters. (Hausman, 1993). Pragmatism is a philosophy that emerged in the United States left the intellectual life of country a significant role. The philosophy emerged by thinkers such as William James, John Dewey and John Brodie in the late nineteenth century and left a great impact until the current time. In some countries this approach expanded depending on the circumstances (Okoh, 2003). For example Rubin Zone, a German thinker of this school of

44

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thought applied wide measures for the Change of Education System in Germany for skill-centered system using the theory of pragmatism.

Unlike other schools of philosophy, pragmatism lays more stress on the needs and actual benefits of the bourgeoisie and embodies their pursuit of actual efficacy. It not only influences the spirit and life-styles of Americans, but also has a universal impact on the whole world (Halid, 2005). Pierce's pragmatism provides impacts in various fields in our contemporary society. This paper therefore covers the impact of metaphysical pragmatism in the Contempory society. The paper takes the following organization: theoretical framework and the impact of the metaphysical pragmatism in the contemporary society in education sector, governance, global transformation, technology and metaphysics.

2. Theoretical Framework

Philosophical pragmatism, as initially articulated to Charles sanders Pierce philosophy. Firstly in one sense is seen as an attitude or method of thought. It emphasizes a focus on facts and consequences, as opposed to theories and principles. In addition to being a method of thought with sufficient flexibility to appeal to individuals who have divergent views in many respects, as philosophical pragmatism is also distinguished by its experiential, provisional and pluralistic notion of truth (Thayer, 1952). Pragmatists believe that as the world changes, and human societies grow and change, new kinds of ethical dilemmas emerge. To make solutions to them, people need to develop new methods of understanding what is right and wrong. Aim at making life on the planet relatively better than it is. Pragmatic ideas regarding ethics are further manifested in the area which now is more practical in our contemporary society. Areas like social and political thought. Charles Pierce Sanders (1931) and other pragmatists, social and political institutions exist to provide for the needs of individuals. The worth of projects is to be judged by the extent of their conformity to social needs. Moreover, since human needs and social circumstances are frequently in flux, social institutions need frequent reform (Atzenstein, 2010). This can be best accomplished where diverse individuals participate actively and regularly in public affairs, so that society as a whole may take advantage of their diverse experience and intelligent.

3. The Impact of Pragmatism in Contemporary Society
Perce's pragmatism brought variation in impact of our contemporary society. These include education sector, global development, technology and metaphysics.

3.1 Educational Sectors
This section covers the following: overview of impact of pragmatism in education sector, education according to the needs of the surrounding society, learning by practice, teaching to be related interest and experience of oneself and long life education

45

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3.1.1 Overview of Impact of Pragmatism in Education Sector

Pragmatism implies, in short, a start from the practical context in which issues arise. The practical experiences people have on a certain issue should, from this point of view, determine how a problem is defined and which solution strategy is selected and implemented. Given the urgency and insufficient effectiveness of addressing current global environmental issues, this approach was expected to be relevant for its focus on effectiveness and problem-solving. In the early twentieth century, a major perspective within sociological social psychology was derived from pragmatism. (Joas, 1993). Increasing attention is being given to pragmatist epistemology in other branches of the social sciences, which have struggled with divisive debates over the status of social scientific knowledge. Pragmatists insist on the real value of a thing lies in its utility for human development and welfare.

Thus even education is useless if it does not promote human welfare and so the system of education should be changed so that it becomes both desirable and beneficial. Education should provide real life experiences to the learners so as to make them dynamic, resourceful efficient and enterprising. John Dewey as a disciple of Sander characterizes education mainly as growth, as life, as continuous reconstruction of experiences, as a social process. (Joas, 1993). His philosophical implications made pragmatism also are known as instrumentalism or experimentalism. In this line we see in the contemporary society the establishment of vocational and technical education system supported analysis of many skills training systems in the world. Pragmatism offers an approach which is both pluralist and practical. Pragmatists' presents there are view of practical basing on utility rather than theoretical discussions (Atzenstein, 2010). An analysis of the pragmatists theory can be seen now in agricultural, applied- science, educational philosophy. Pragmatic approach of skills and vocational and technical education aim now at the ability of graduates of different universities in the world indicated that they faced serious knowledge and skills problems to enter the employment process. So the vocational and technical education was initiated from the beginning with skill-based approach and the practical significances. (Welchman, 1995).

Hookway (2008) on this basis, and considering the predominant method of skills in different places in the world has undergone assessment based on Competency Based Training, Job and Tasks Analysis is basis of designing the skills and vocational and technical curriculum. The universe is the subject matter for the pragmatist. Any educative experience is the subject matter of the curriculum, any experience contributing to growth. The subject matter exists ready to be explored, but the real concern must always be for the interaction of the pupil with the subject matter of his current needs, capacities, and concerns. Curriculum should bring the disciplines together to focus on solving problems in an interdisciplinary way (Hookway, 2008). Pragmatists believe that learners should apply their knowledge to real situations through experimental inquiry.

A study of social, economic and political problems, natural resources and their maintenance and other such studies in the contemporary time focus on building up the curriculum which base on the need of the society (Hookway,2008). Thus all the content that prepares the child for

individual as well as social adjustment included in the curriculum should aim at the utility of the community. Our choice of the pragmatic school of thought is obvious. It is an approach that is very much concerned with the application of knowledge in tackling the life challenges. Thus their aim of education is that knowledge acquired must have relevance to the need of the society. Knowledge to action gaps exist when the knowledge created does not address diverse practice demands, which may be a knowledge creation problem that demands for bridges to be built between researcher and practitioners forming relevant communities of inquiry. Pragmatist identified communities of inquiry, including all those interested in resolving a problem, as one of the major building blocks of pragmatism. (Hookway, 2008). The collaborative process between researchers, practitioner's policy makers and public is a hallmark whereby the researcher is an involved collaborator, negotiator and communicator who develops partnerships that identify co-construct and consider multiple sources of evidence. Promoting participation and maintaining relationships between researchers and practitioners is integral to developing collaborative knowledge that will be effective in practice.

Mutual understanding between researchers and practitioners as they relate to the processes of communication and shared meaning are central to the pragmatic approach suggests that these communities of practice uniquely combine researchers who create knowledge, a community of people who care about the knowledge and the shared practice for which they are developing knowledge (Okoh,2003). In the current time communities of practice which base on scientific investigation are created to translate knowledge basing on the needs of the society and that forming relationships between researchers, practitioners, policy makers and the public is needed to have an impact on advancing the science and philosophy.

3.1.2   Education According to the Needs of the Surrounding Society

Survival to the pragmatists depends on man's ability to use acquired intelligence to overcome the problems of his existence and that of his society. For ideas to become useful therefore, they must be applied practically. The pragmatists advocate individualism capable of overcoming the problems of the environment. In different countries national policy on Education recognizes this as it says that "efforts shall be made to relate education to overall community needs (Okoh, 2003). For the needs of the world society to be solved, the gaps that usually exist between what is learnt in school and its wider society must be eliminated. In the contemporary time societies have formulated educational policies that adapt the needs of the nation. Educational policies have been made to help towards the solution of our present predicament as a nation. For instance, different states have made be Manpower Development Commission which should serve as a link between the manpower needs of the nation according to the demand of employers of labor and the quantity turned out by our Universities yearly. The commissions also as well have served as guide to the candidates as well as information on the areas of knowledge that are high in demand.

3.1.3   Learning by Practice

There is an inherent relationship between action and knowledge. The pragmatists believe that knowledge results when in our various interactions we experience the consequences of our actions and note the action consequence relation of different experiences and uses this to solve subsequent problems (Tanzania: Ministry of education, 1982). The contemporary society has managed to create the necessary knowledge to solve problems therefore arising from interacting with such environment. By implication, it means that learning by doing will not only lead to skill acquisition, but also leads to the development of self-reliance. When people are self-reliant the problem of unemployment in the world society will be a thing of the past.

Learning by doing ultimately, reduces the quest for paper qualification. In pragmatism, action is combined with one's level of qualification. This encourages professionalization because for anyone to prove his qualification, the necessary action must be followed in order to solve a problem. Pragmatists philosophers and educators, offer insightful influences on the contemporary education, not only in the United States but also worldwide. Their philosophy of education, commonly referred to as pragmatism, focused on learning by doing as an alternative to rote knowledge and strict teaching (Tanzania: Ministry of education, 1982).

The purpose of this study is to investigate the extent to which this philosophical thought is implemented in Jordanian public schools according to Jordanian teachers. Both quantitative and qualitative methods were employed in this study. In the world, there should be a symbiotic relationship between the formal school education and non-formal apprenticeship education in such a manner that the whole community becomes the resource center for the education of the learner, and the wall of separation between the world of school and the world of work is broken down. This idea is being implemented in Tanzania, and reports have it that it is working well.

3.1.4   Long Life Education

In the entire universe the pragmatists say that pragmatism is in a state of continuous change and what works now may not work in a different situation. What the pragmatists propose is the type of education that continues till adulthood. Life-long education is a solution to the changing world; knowledge should be updated so as to take care of the problems arising from the changes in the universe.(Ristela,2003). This type of education as it is said is learning about anything at all that helps us understand the environment we live in, and the manner in which we can use and change this environment in order to improve ourselves. A realistic role of the school is that will be found to be that of an enabling institution within a life-long educational continuum (Nyerere, 1982). This has been shown up in the present time mostly country deal with the educational which is more practical and gives response to the utility of the society and something which does not give response to the community is not encouraged to be studied in any place.

48

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3.1.5   Teaching to be Related Interest and Experience of oneself

Another aim of education in the pragmatic school of thought is that teaching should be related to pupil's interest and experience. It favors a diverse curriculum in order to take care of differences and needs of the learners. The uniqueness of every individual has to be identified and developed. To expose every individual to the same curriculum is to ignore this important fact. In the world we have experienced a radical departure from the old one, where parents select courses for their children/ward without reference to potentiality of the learner. However, long time with the rise of pragmatism we saw these students are mis-directed and mis-guided into the preference of their parents, they probably end up being frustrated and consequently, they show lack of interest in the practice of their disciplines after graduation. Thus, the services offered by professional career guidance and counselors are therefore needed if the students must make the right choice of career (Nyerere, 1982). It is in this direction that most governments have left the process that make the guidance and counseling units of every school to be properly functional and depend on student's interest.

3.2 Governance

The pragmatists defended a close relationship between learning and democracy. Pragmatism's heritage and legacy focuses on pragmatism's stance favoring pluralistic and participatory democracy. Three elements can be distinguished to further characterize a pragmatic governance approach. The first is continuous experimentation with policy strategies. These experiments need to be evaluated in terms of their practical consequences; that is, in terms of their capacity to tackle problems (Peter& Rudra, 2010).

The second element of pragmatic governance is close cooperation between governments and other parties in policymaking. This implies involving those actors including citizens, companies who experience the practical consequences of societal problems and can contribute to addressing them. The third element is related to the other two elements and entails a focus on specific issues, by accounting for the unique context in which an issue arises. Its practical context is the starting point for conducting experiments and involving actors. The unique characteristics of an issue are assumed to determine the contribution of actors and the effectivity of policy interventions this is more used by the contemporary society as the key figure to evaluate who is supposed to rule and control the enter society.

These elements of pragmatic governance imply that governments and policymakers need to be flexible in fulfilling different roles to address societal issues Pragmatism would not be useful if it failed to deal with questions about the proper distribution of social and political power along with related issues of class, race, and gender. Pragmatism can criticize the mistakes of public democracy, but at the same time pragmatism praises public democracy as the best form of government that has been invented at this time (Atzenstein & Peter, 2010). Pragmatism additionally proposes a finer form of public democracy, with more citizen participation than mere voting, than any actual democracy. Pragmatism is judged to be highly in practice.

Pragmatists such as Dewey and Rorty being in line with Peirce theory and the contemporary time societies defended the idea that public democracies are pragmatic theories in action, in two major senses (Atzenstein & Peter,2010) First, public democracy is a proposed method of social inquiry. When educated and communicating citizens make intelligent inquiries into their social conditions and changes to society, they are in a position to learn about how their society functions and how it can function differently. Democracy can produce social knowledge.

Second, public democracy is itself an experimental test of the political proposition that citizens become more powerful over the conditions of life if their society becomes more and more democratic. Democracy can produce freer citizens. Pragmatism in the contemporary time has been more influential in different countries. These two pragmatic tests of pragmatism are made in the actual experiments of free public democracy, in the same way that pragmatism is tested through the actual successes of free scientific inquiry into nature.

3.3 Transformations in the Global Development

Social trends can be discussed from many different perspectives. This section draws on the account of sociologists who took an effort to implement the pragmatist theory Peirce and his fellows who emphasis upon change, focusing on the fact that the world is a work in progress, a reality which is in a constant state of flux. In analysis of modern society, sociologist describes three mega trends; globalization, the emergence of an information age and the rise of a network society. (Jorg, and Kratochw, 2009).Without providing a comprehensive account of modern society this has been proven out in the given extensive reflection and debate on these trends within a range of disciplines. This includes sociology, political sciences, philosophy, and public administration. The first macro development by which modern society is often characterized, concerns the loss of significance of local, regional and national borders. Through the process of globalization which has been defined in a range of different ways. People all over the world are increasingly interconnected and according to some even incorporated into a single world society (Jorg, and Kratochw, 2009). Despite of the different visions on the impact and desirability of globalization seeking through pragmatists, it is widely acknowledged that actors and the issues they encounter are less and less defined by geographical boundaries, we can currently also see a political counter development that aims at maintaining, joining and restoring the sovereignty of nation states.

Also pragmatist's tendency has lead different societies shared goals and diffused knowledge and power of actors within society, governments, civil society organizations, private companies and individuals or groups of citizens increasingly operate in networks to realize their goals. Governments in our contemporary time are often dependent on non-organized sectors in general and global agents of change in particular, for pursuing their global goals. Governmental and inter-governmental organizations look beyond their own borders to avoid global risks, to deal with complex problems and to realize global goals through effective implementation and utility need of the majority people in their society.

50

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3.4 Technology

There is an increasingly important role of information technology and knowledge as a crucial resource in societal power relations. Pragmatists theory of experimentalism has forced the contemporary society to put more emphasize on technological advancement for production. Hammersley Martyn in his introduction to theory of technology explains that, Charles Perce's (1989) Pragmatist's theories frame and explain activities that are continually performed, produced, and reproduced through a dynamic entanglement of action, politics, communities, discourse, materials, tools, and agents. Pragmatism and practice theories are complementary perspectives focused on the consequences of our ideas and the results of our actions. Both perspectives provide us with valuable insights about our world (Martyn, 1989).

Pragmatism is a perspective that can bridge current divides between scientific paradigms, the theory practice gap, and academic practitioner interests. New technologies have been discovered in such a way it enable the transcendence of physical and temporal limitations in the sharing of information, making interaction more dynamic and creating global communication networks (Martyn, 1989) This development can be seen as a condition of the two former trends through the fast flows and exchange of information, networks can be formed across states new information and communication technologies, including rapid long-distance transportation and computer networks, allow global networks to selectively connect anyone and anything throughout the world. In short, although conceptually distinguished, in reality these trends are intertwined and mutually reinforcing improving the utility of the society. Pragmatic complexity theory approach provided more flexibility to respond to the rapidly changing context of social services implementation and evaluation. Success and utility of pragmatists theory in technology has made people to continue facilitating it as the means of their solutions

We see that the professionals are specialized in responding to demands that require an immediate solution to problems, especially those that place pressure on and threaten the social order. Effective insertion of the social worker in the social and technical division of labor, we see that the professionals are specialized in responding to demands that require an immediate solution to problems, especially those that place pressure on and threaten the social order. Technique for providing help for administrating conflicts or as a technology for resolving problems, the profession is required to provide immediate results that alter some variables of the social context, of the everyday life in which the subjects who are the receptors of its professional action are inserted. Beyond the determination imposed by the division of labor, the ontological ground on which the professional exercise is undertaken in daily life through discoveries (Martyn, 1989).

We find that pragmatism is responsible for the deep empiricism that the profession nurtures and for a certain way of conceiving the relationship between theory and practice. In Social work, there is an exaggerated emphasis on practice, which is identified as pure experience, and on habits and customs that are understood to be true if successful and if they serve the immediate resolution of problems ((Martyn, 1989). Pragmatism is also responsible for the deep disdain that in general some professionals feel for a critical theory, not for any form of knowledge, not for instrumental-practical knowledge, but for one that effectively looks for the fundaments, and for

this reason, does not always yield immediate responses. Pragmatism in social sciences, remains committed to solving problems in the real world through generating useful knowledge, validated through a consensus theory of truth. Pragmatist approach to social science is likely to view knowledge generation in the following manner. First, the problems arise in the world of human practice, is understood as the dynamic interrelation between social meaning-generating rules and ensembles of individual disposition factors (Hookway, 2000).

These problems give rise to new aspects which our old concepts cannot explain and hence require cognition and knowledge generation, which is the second step. Here Martyn,(1989) explains that the researcher uses techniques for generating useful knowledge such as abduction, seen as a heuristic strategy aiming at a kind of useful knowledge that should help us to find our way through the complexities of the social world or, alternatively, other pragmatic strategies such as analytic eclecticism. Finally, scientific and external communities are called up to judge the usefulness of this knowledge; in this way pragmatism highlights the reflexive practice of discursive communities of scholars. Crucially, this implies that truth is constantly renegotiated, debated, interpreted in light of its usefulness in new unpredictable situations.

3.5 Metaphysics

Pragmatism denies any possibility of basing reality on objective and universal truths considered to be abstract and left aside for being restricted to the realm of metaphysics. Here is located the idea that the foundation of pragmatism is not to be guided by fundaments. It questions *a priori* concepts and the role of theory in allowing any generalizing perspective to point to trends in historic development. In this concept, truth is the fruit of its practical consequences, determined by the use of the pragmatist method where pragmatism can only be understood pragmatically, that is, by testing its consequences (Hookway, 2000). It denies any knowledge that is based on universal concepts, or that is, that is not the fruit of experimentation with the method, with which it questions the existence of objectivity in reality. It is up to pragmatism to present and interpret concepts in the domain of experience and they are only accepted to the degree that they allow a modification of action. This involves a type of knowledge that is applied to change or to a theory of social action. In this way the truth of concepts is in their capacity to operate changes in subjects. It is the result of the investigation of subjects and of arguments constructed from this investigation, so that knowledge cannot be indifferent to the context of which it is part. (Hookway, 2000).

The first to coin the term pragmatism was also the first to base the meaning of concepts on the experimental consequences derived from them establishing a contrast with Cartesian rationalism. Peirce's concern was to verify the consequences that a concept operated on future experiences. For Peirce, the meaning of things is established by a list of conditionals, so that the meaning of a concept depends on its experimental consequences, thus making pragmatism an observational science. Every hypothesis must be established by observation and by reasoning, which thus disqualifies any hypothesis that lacks experiential consequence. Pragmatism winds up being a type of test to verify if concepts and theories are in fact related to experience. As a good mathematician, he maintained that all thought can be known through symbols. Thus, his

scientific method is the method of observation through experimental procedures: to construct, manipulate, observe and test. From this was derived a type of experimental rationality, we can say an instrumental and procedural one, whose final objective is to know the processes though the results they produce (Hookway, 2000).

4. Conclusion

Having undertaken a diligent review of Charles Perce's pragmatism we come to the point that pragmatists approach of Charles Sanders Pierce also in the contemporary time some sectors and scholars concluded to design a system to consider the specialized subjects and also provide the required techniques to the interested individuals in the contemporary time and this has lead out great impact in our society such as in education, Governance, technology and technology. Thus, Training needs assessment process, the subject- oriented against the job-oriented educational content, prevent the over training or low training, program planning process are among the differences of academic classic education and applied-scientific education Applied Science curriculum design approach is based on profession and jobs but there is an issue centered approach in university system. Finally pragmatism has ensured a rapid change in various aspects of our life in contemporary time basing on what is more utility and practical.

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