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“Dewey” and Education Research: Systematic Quantitative Reviews from 1992 – 2019

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Article info	Abstract
<p>Received: 13 October, 2021 Accepted: 10 November, 2021 Published: 11 November, 2021 Available in online: 14 November, 2021</p> <p>*Corresponding author:  alj.pan@yahoo.com</p>  <p>Link to this article: https://www.ijacr.net/upload/ijacr/2021-14-1026.pdf</p>	<p>Where English is the national language, education research journals in the English language are a forefront of teaching democracy to those tasked to inculcate students with necessarily aptitudes to succeed in a democratic society. Where this education fails, Habermas's argument for communicative action is comparative for the purpose of this research to help clarify John Dewey's argument on democracy. The failure of democracy into a sociative society is discussed as indicators of the existence of democracy. Perspectives of a "Great Community" are mapped, and Dewey's argument for education, communication, and community as critical foundations for democratic communications are analyzed. These arguments are discussed in the context of moving forward in an Asian context.</p> <p>Keywords: Education, development, democracy and control.</p>

Introduction

It has been over 160 years since the anniversary of John Dewey, where 90 years ago "educators from all parts of the United States and abroad gathered together to survey his contributions to education" (VTT 1929). Born in a working family of Christian influence, like many in America at that time, John Dewey started in teaching until he decided on philosophy (Martin 2002). America was experiencing its great development or reconstruction during a time of human evolution and labor socialism while pivoting on the Great Wars across the Atlantic Ocean and Sinocization across the Pacific Ocean. It was America's greatest opportunity to become the most powerful nation in the world. Of many American movements, John Dewey's American solution was progressivism noted with a "grassroots" or bottom-up, instead of top-down, approach to government, the absence of class distinctions, a common public and gentlemanly morality and welfare (Morgan and Shermis 1970).

Before I define the education of democracy, I attempt to define democracy itself. In the participation of democracy, people vote or select representatives or officials to govern over people on behalf of the people. This creates a symbiotic relationship between government and the people. The people choose who they are governed by, and the government provides services to the

people. What is unique about John Dewey's version of democracy from, say, Karl Marx's version of democracy, is the progressivism approach that the selection of government workers is difficult to be taken away from the people whereas in Marx's version of democracy government workers could become the people (Kranenberg 1982). "The absence of class distinctions" appears to be protest against Karl Marx's version of democracy such that "democracy is the truth of monarchy; monarchy is not the truth of democracy". The Communist Party of China, another example, is a clear statement that Marx's version of democracy is not what is best for its people in the separation between government workers and the people they serve.

The progressive approach to democracy is a more feasible option over other versions of democracy because it focuses democratic powers to the human individual rather than a social group or technology. In the selection of a government representative or official, "to walk a thousand miles in another person's shoes", or at least a hundred miles, is a fair selection method for any individual to defer power from oneself to another person. For any person to surrender one's own power to a stranger or enemy would be intolerable. Therefore, the deferral of power to a close friend or relative would be a trade or exchange instead of submission or oppression. The return of such power would be

achieved on leaving government office, and order between a person and an elected official would be restored. Thus, this paper calls for the systematic quantitative review of obstacles and its failures to democracy as the premise of existence of an English-speaking public in the publication of education research.

As proposed by Fleming (2011), civic participation requires a curriculum for democracy with two key fundamentals that is deliberation and action. The education for a host of an environment for open and reasonable discussion requires a feeling of liberation for each and every participant to be able to talk about any issue. The hosts should be sensitive to themselves as well as each willing participant, as well as be able to excuse people for their unwillingness to deliberate. Upon convention of norms as agreed upon after deliberation, the education for action to carry out maintenance and reforms contributes to or denies the formation of government that is considered democratic. These actions, for example in the United States of America, require comprehension of legal systems and process operations such as department responsibilities and authoritative paperwork.

Education for democratic government, however, is not always sufficient with its many obstacles and motivations to distort communication as education. "Unity of aim, material, and method" that teaches the realities of the present (Hall 1945) are requisites for the existence of a democratic government. Much dis-unity can be observed with confusion of aim, individualized or artistic materials, and independent or specialized methods in the participation of deliberation that confuses others into unintended actions. These dis-unities, such as the public rhetoric of celebrities, generates obstacles in democracy on lack of training or education necessary to participate in government. With additional realities of technology and its fear and threat, democracy seems to be necessary for technology to flourish, as well as be under control (Weinberg 1990). The combination of both unity and fear creates such obstacles to democracy.

Thus, research on education of the people's democracy to a government's republic is essential. Education research, as one of these channels between democracy and a republic among English language literates, is thus a topic to review as to the appropriation of a governing republic to its democratic public. Obstacles generated over democracy in education research are revealed in this paper's following sections.

Literature review

Education is necessary for people's effective participation in democracy. Our most recent democratic government movements seem to have begun in the 1970s that weakened the Soviet Union and strengthened globalization (Carothers 1997). This relationship between democracy and economy appears to be mutual such that civil participation in democracy provides greater information to observers and national development increases its civil participation (e.g. Ariely 2015). The availability of greater information worldwide as an output of democratic government include trade, finance, multinational corporations, culture and communication, environment, politics, law, and security (Held 1997). The failure to educate decreases the benefits of political action and seems to provide more incentives to participate in a dictatorship (Glaeser, Ponzetto, and Shleifer 2007). The same could be concluded for the failure of democracy to decrease teaching and learning, however, possibly due to differences in society and culture.

A major source of this confusion in education is what version of democracy should be taught. Versions of democracy range from Plato's Republic to the New World to Constitutionalism (Pennock 1979). The minimum and shared meaning of democracy is at least a person's participation in government over oneself. This shares resemblance to anarchy that could be used as a measure for more affordable large government, where no government should exist for a person to govern oneself (Leeson 2007).

Evidence for effective and efficient government in presence of anarchy through non-state actors shows high localization and flexibility, despite power competition and corruption, for co-operations with democratic government (Fidler 2008).

These ideas on the amalgamation between education and democracy are presented earlier from John Dewey's original work conducted at Kenyon College, Ohio in 1926 published as "The Public and its Problems" (1946). This pioneering philosophical work is on vulnerabilities and the unity of the American public and the function of democracy for purpose of sovereignty. With consideration that most Americans had and still have purpose-limited literacy during our World Wars, Dewey argues for democratic sovereignty in our society where we are surrounded by superior technology. Dewey proposes a "Great Community" where human and nature are perfected as one with "free social inquiry" as the only content of communication.

The foundation of Dewey's argument on the combination of education and democracy presents three aspects to democratic sovereignty: (1) education of the public, (2) interactivity of a public, and (3) existence of the public community. Jürgen Habermas's Theory of Communicative Action (Encyclopedia Britannica 2020) is used to help benchmark the argument for democratic sovereignty for the purpose of clarity. The first pillar in this foundation is ambitious in which communication of the public is education or "education as communication" (Dotts 2016). The technological vulnerability of public democracy that Dewey presents (1946) is in fact realized in the words of Habermas's construction of communicative action centered on science and technology (Hickman 2007). Education of the public has to be the communication of the public, and communication to the public has to be education for the public. The second pillar of interactivity of a public describes how religious naturalism (Shook 2007) collectively generates versatile public participants consolidated with nature. In contrast to Habermas, Dewey does not expressly define nature. Instead, Habermas argues for tools such as "rationality", "deliberation", and "speech" (Niemi 2005) that Dewey warns against using such technology to control over humanity. The final pillar is the conception of a "Great Community" as recognition of the existence of the public. Habermas calls this "the utopian perspective of reconciliation and freedom... ingrained in the conditions for communicative sociation of individuals", but disagreeing Dewey, Habermas presents a pessimistic argument to the "Great Community" (Antonio and Kellner 1992).

Dewey's "Great Community" based on American Progressivism (Cywar 1969) is seen as inferior to a community constructed on social science and technology, as Habermas argues, that is more ideal for democratic sovereignty than cultivated by human nature. However, given John Dewey's popularity in ancient China as a "Yankee Confucius" for his pragmatism with his visit in 1919 (Guoqi 2014), the "Great Community" did not end by modern hegemonic and oppressive powers (Ikenberry and Kupchan 1990). Where American Progressivism seemed to diverge into racial divides (Schafer 2001) before the World Wars starting 1914, with our conflicts of racism (Valk 2003) in hindsight was wise for the "Great Community" to vanish from our English language. What Habermas argues, knowing that racism exists, is a more feasible alternative for territories with English as its national language given its diversity and multiplicity of people.

Using Dewey's logic of argument from his works in 1926, the "Great Community" is interpreted in different ways to different people. For example, where a "rural school problem" can be interpreted in a manner as "The Strenuous Life" from former President Theodore Roosevelt (1910), the same problem can be interpreted as a means to construct rural infrastructure, improve teacher working conditions, modernization of children's living environments, changing populations, and perceived educational deficits (Biddle and Azano 2016). Although not widely known, there has been a "flux" between rural and urban America from

60% of Americans in rural areas in 1900 to 80% of Americans in urban areas in 2010 (Lichter and Brown 2011). This “flux”, as Lichter and Brown describe, is a flowing morph of rural identities including “cultural deposit box”, “backwater”, “engine of urbanization”, “exurbia”, “place of consumption”, “new immigrant destination”, “ghetto”, “food basket”, “repository of natural resources”, and “dumping ground”. The formation of a “Great Community” in America had not necessarily vanished.

Where the segregation of communities was largely known to be between whites and blacks [and lesser known ethnic groups], segregation since 1970s has progressed to micro-level segregation including urban development, social class, political affiliation, and county districts (Massey, Rothwell, and Domina 2009). This past century of American development has been increasingly disquieting to Dewey’s argument for democratic government with instinctual habits that cause the formation of social communities which compartmentalize as Habermas argues with Foucault on democracy (Love 1989). Given that over half of America is not white or black, including North America and South America, much failure in the synthesis between education and democracy exist.

However, not everything in American democracy has become a “Theory of Communicative Action” that Habermas proposes in 1981 from his study on “The Structural Transformation of the Public Sphere” in 1962 (Encyclopedia Britannica 2020). The improvement of economic conditions of disadvantaged populations “with the opportunity to reach their full potential” has progressed since 1966 to improve English proficiency, continuing education, and “basic skills necessary to function in society” (Division of Adult Education and Literacy 1991). Title IX of the Education Amendments of 1972 furthers provision of educational resources “that prohibits discrimination on the basis of sex in any federally funded education program or activity” with further prohibitions added after (Department of Justice 2015). This is evident that John Dewey’s “Great Community” has not been entirely replaced by Jürgen Habermas’s “Sociative Society” in our English language. Dewey’s democracy and Habermas’s sociative action are not entirely opposites to one another. The formation of sociative action, unlike democracy, provides posts or points of democracy that contributes to some democratic activity in its formation. A distinction between the formation of sociative action and democracy is that not all sociative actions necessarily contributes to democracy. If a group wants to participate in democracy, the group forms a sociative society. However, whether the sociative community participates in democratic government, however, is a divergence from communicative action to the public. This divergence from democracy to its communicative action that is separate from the public that operates in democracy.

That is, the participation in democracy or its communication is education. And, the failure of democratic government is the sociation of individuals to be educated. This system of democratic government in America appears to prevail from additional research on Latin America where John Dewey’s ideas are evident (Smith and Ziegler 2008) and to be stagnating in the United States (Carothers 1997). This sort of education as communication in addition to the failures of democratic government as a sociation of individuals identifies phenomena in the integrity of communication despite obstacles in education and democracy. Several obstacles to a “Great Community” including member association and opportunism, obsession over the unsolvable, lack of sensory to associate, nihilism in human nature, absolutism in values and principles, “virtue of ability” populism, exploitation of minorities, existential necessities, incapable to recognize problems, and deficient instrumentality over technology (1946). These obstacles, in the sense of its consequence, causes distortions from what is to be achieved and what is actually achieved from democratic government.

Dewey suggests obstacles to democracy as idolized as a “Great Community” can be mended with social needs management over resources, behavioral training to meaningfully associate, purity of natural association, evolution of human nature, dissociation with human corruption, disenthraling diversification, habit of experimentalism, use of evidence to judgment, methods of association and communication, and human adaptation (1946). From Habermas’s Communicative Action, concepts of instrumentality in the formation of sociative communities should be isolated from Dewey’s obstacles in the distinction of formations between a “Great Community” and “communicative sociation of individuals”. The “communicative sociation of individuals”, as stressed, is not necessarily a democratic form of government, but a means to a formation of people for purposes unknown. We can thus distinguish obstacles to a “Great Community” and the “Communicative Association of Individuals”, or evident distinctions of obstacles to democratic participation and education and the identification of sociation.

Table 1. Distortions of “Great Community” with its Obstacles and “Communicative Sociation”

Obstacles to a “Great Community”	“Communicative Sociation”
Obsession over the unsolvable	Member association and opportunism
Lack of sensory to associate	Absolutism in values and principles
Nihilism in human nature	“Virtue of ability” populism
Exploitation of minorities	Incapable to recognize problems
Existential necessities	-
Deficient instrumentality over technology	-

With this distinction, we can better perceive Jürgen Habermas’s Communicative Action to be a substantial counter- or oppositional philosophy work to John Dewey’s “The Public and its Problems”. Communicative action is not entirely a counter- or oppositional philosophy work because it is not a complete conflict against a “Great Community”, but the work does strengthen Dewey’s argument for democracy in government over people. Note that a Theory of Communicative Action is not exclusive about the issues listed in Table 1, but provides a more methodological understanding of the manifestation of the formation or construction of a public. To reiterate, the work of Habermas, in contrast to Dewey, is not the conception of a “Great Community” but the formation or construction of any “Sociative Society”.

It is thus apparent that education is necessary for democratic participation. An individual could demand to participate with government in democracy or oneself in anarchy, but without such education participation would not be possible. In the construction of a democratic society, such as a “Great Community”, some obstacles to the success of participation could be explained as a “communicative sociation of individuals” and other obstacles are behavioral and resource issues. The advancement of education research is thus a precursor to advanced democratic government, as well as a portent of individual anarchy. In contrast, the diminishment of education research is a precursor to authoritarianism (ruled by few), and a portent of democratic government.

Methodology

Using Web of Science Core Collection, I search for the following phrase in Topic with “John Dewey” in Topic with “EDUCATION” and “DEMOCRACY” and retrieve article content of author, title, source, and abstract from the years 1992 to 2019. There are no available publications in education journals on John Dewey and

democracy from Web of Science from 1980 to 1992. Because there are zero publication on John Dewey and Democracy in education research journals, 1992 is thus selected as the initial year of study. 2019 is selected as the end year of study as articles are being published in 2020 during Donald Trump's fourth year as President. I use systematic quantitative procedures as described below in this Method section and present retrieved articles and counts, key words, and readability in the Results section

Bibliographic Information

This section provides information on the number of publications on John Dewey and Democracy in education research journals using statistics of bibliographic information (Matsui, Asano, and Matsuda 1989). How much this topic had been published in research journals is addressed. From the retrieval of selected education research articles, I count the number of total articles retrieved. I then exclude articles from analysis with missing titles and abstracts. Finally, I stratify articles by year of publication represented as Clinton 1992-1999, W Bush 2000-2007, Obama 2008-2015, and Trump 2016-2019. This data aggregation is used as the base set for key word and readability reviews.

Key Word Review

This review uses ideas from Salton (1970) to synthesize word content of publications by aggregated shared words into key words by quantity. From a quantitative perspective, the purpose of such synthesis provides information on what and how much key words had been published in retrieved articles. Key words stratified per American president present concepts, as represented by words and phrases, are discussed within and across presidencies.

Using the base set produced from retrieved articles and counts review, I count the occurrences of each word published in each abstract. The identification of content of text words and respective expectations form an interpretation (Kleinnijenhuis and Ridder 1988) that is the synthesis of this review. I do not count titles due to difference in language styles between title and abstract contain a pattern of variation. Some language styles in title are artistic e.g. "With Socrates on Your Heels and Descartes in Your Hand: On the Notion of Conflict in John Dewey's Democracy and Education". These artistic title styles in each respective abstract, however, are mostly neutralized with a summary of the paper's content, or an abstract true to its function. Therefore, only abstract is analyzed rather than jointly synthesized. In the analysis of abstract content, it is noted the language style of abstracts is more descriptive of publication content.

Results

Bibliographic Information

The results of title and abstract retrieval from Web of Science Core Collection with its stratification by years of President holding democratic office in the United States of America is presented in Table 2. In a retrieval of titles and abstracts in education journal publications from Web of Science reveals 180 records with the following years of publication. These publications reveal a substantial lack of interest in this topic from 1980 to 1991 with zero publications and an increasing interest from 1992 to 2007, here forth a period of democracy, to 2008 to 2015 to a spike from 2016 to 2019.

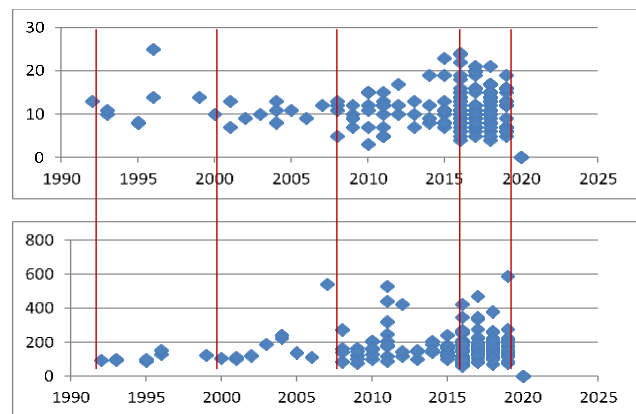
180s articles are retrieved from Web of Science Core Collection from 1992 to 2019 in education research journals with the search topics of "John Dewey" and "Democracy". I remove 17 records for its lack of content in titles or abstracts, to a total of 163 publications with title and abstract. These number of articles are the base set for further review. Of these 163 publications, 8 articles were published from 1992 to 1999, 11 articles were

published from 2000 to 2007, 44 articles were published from 2008 to 2015, and 100 articles were published from 2016 to 2019.

Table 2. Number of Retrieved Articles for each Criterion (Philipson et al 2019)

Search history	Number of Articles
Total papers retrieved by first search	180
Papers excluded for blank data	17
Number of Papers for Analysis	163
Stratified per President	0
Clinton	8
W Bush	11
Obama	44
Trump	100

To further this information of these publications, Graph 1 visualizes a scatter plot these articles published from 1992 to 1999, 2000 to 2007, 2008 to 2015, and 2016 to 2019 with each time frames' respective article counts. I further visualize the word count of the title of these publications and respective abstracts in each retrieved article. In Web of Science Core Collection, article content is not available, and thus not reviewed in this paper. We observe such in Graph 1 by measuring a vertical and horizontal line for each scatter plot year. By observing the comparative distance of a possible vertical line for each year, we review the standardization or consistency of article titles and abstracts. This represents how close or distant editors, authors, and reviewers of such publications in education research attempt to conform or express creativity in their publications. By observing the comparative distance of a possible horizontal line on its



Graph 1. Title and Abstract Word Count Deviations, Partitioned in Red Color Line of President

vertical length for each year, as a two dimensional shape, we review the magnitude of standardization or consistency of article titles and abstracts. This represents a relative quantity of standardization or consistency from editors, authors, and reviewers of such publications in education research as a trend partitioned by the years of service for each President of the United States of America.

Distortions are observable in the increases of title and abstract word count deviations in Graph 1. The distortions indicate a lack or deficit of academic discipline in the publication of education research journals. This suggests a de-standardization of training and understanding of John Dewey and Democracy from 1992 to 2019. These publications marked by Presidents of the United States of America show clear partitions of distortions in the observed academic journal publications. These Presidents are

Table 3: Significant Trimmed Key Words in Abstracts Partitioned

Clinton (1992-1999)	W Bush (2000-2007)	Obama (2008-2015)	Trump (2016-2019)
dewey(20), education(16), democracy(10), relationship(4), public(4), postmodernism(4)	pragmatism(14), educational(12), work(11), individual(9), action(9), democratic(35), democratic education(7), democratic person(5), democratic action(3), production(4), argue(6)	social(47), development(16), democracy and education(11), philosophy(30), philosophy of education(6)	school(55), concept(24), higher education (3), united states (14), council of europe(5), vision(12)

(Republican), from 1992-2000 Bill Clinton (Democratic), from 2000-2008 George W Bush (Republican), from 2008 to 2016 Barack Obama (Democratic), from 2016-2020 Donald Trump (Republican). These partitions show an amount of publication consistency every President selected via democracy. Surprisingly, when Bill Clinton and Barack Obama (Democratic) were President, a high deviation of lack in publication consistency or distortions is observable. Under George W Bush and Donald Trump (Republican), a low deviation and consistent publication consistency is observed.

Key Words

The results of key words review from the base set is described in Table 4. This presents repeated key words on reading the abstracts of analyzed papers. These key word counts are cumulative, and some words are trimmed. Titles are not analyzed due to insignificant trends in the creativity or lack of repetition in such titles which would cause significant language variation. Only abstracts are thus analyzed for its consistency in description for every retrieved article published in education research journals.

listed by year of active service as follows: from 1980-1988 Ronald Reagan (Republican), from 1988-1992 George HW Bush

Table 4: Key Words Mentioned in Abstract Publications Partitioned

	Clinton (1992-1999)	W Bush (2000-2007)	Obama (2008-2015)	Trump (2016-2019)	Total
Clinton (1992-1999)					
dewey	8	11	43	98	160
education	8	10	42	94	154
democracy	7	10	38	91	146
relationship	3	3	10	15	31
public	3	1	10	31	45
postmodernism	1	0	0	0	1
W Bush (2000-2007)					
pragmatism	0	4	7	6	17
educational	2	7	22	50	81
work	4	8	18	58	88
individual	1	5	10	21	37
action	1	4	13	16	34
democratic	2	8	24	45	79
democratic education	0	2	3	14	19
democratic person	0	1	0	0	1
democratic action	0	1	0	0	1
production	0	1	1	3	5
argue	0	7	14	29	50
Obama (2008-2015)					
social	2	5	18	35	60
development	1	3	12	19	35
democracy and education	2	3	11	45	61
philosophy	2	4	15	32	53
philosophy of education	1	0	5	8	14
Trump (2016-2019)					
school	4	2	10	40	56
concept	1	2	17	45	65
higher education	0	0	0	3	3
united states	1	0	3	10	14
council of Europe	0	0	0	2	2
vision	1	2	5	16	24

Similar key words are aggregated, for example “dewey” with 20 counts and “john dewey” with 9 counts are combined into one as “dewey” with 20 counts. As shown in Table 4, the keyword “dewey” is repeated 20 times in

President in the discussion of “Dewey” and “Democracy”. Because the search retrieval from Web of Science Core Collection was on the topic of “John Dewey” and “Democracy”, it is not surprising to see such keywords as the most common in

Table 5: Percentage of Key Words in Abstract Publications Partitioned

	Clinton (1992-1999)	W Bush (2000-2007)	Obama (2008-2015)	Trump (2016-2019)	Total
Clinton (1992-1999)					
dewey	1.00	1.00	0.98	0.98	0.98
education	1.00	0.91	0.95	0.94	0.94
democracy	0.88	0.91	0.86	0.91	0.90
relationship	0.38	0.27	0.23	0.15	0.19
public	0.38	0.09	0.23	0.31	0.28
postmodernism	0.13	-	-	-	0.01
W Bush (2000-2007)					
pragmatism	-	0.36	0.16	0.06	0.10
educational	0.25	0.64	0.50	0.50	0.50
work	0.50	0.73	0.41	0.58	0.54
individual	0.13	0.45	0.23	0.21	0.23
action	0.13	0.36	0.30	0.16	0.21
democratic	0.25	0.73	0.55	0.45	0.48
democratic education	-	0.18	0.07	0.14	0.12
democratic person	-	0.09	-	-	0.01
democratic action	-	0.09	-	-	0.01
production	-	0.09	0.02	0.03	0.03
argue	-	0.64	0.32	0.29	0.31
Obama (2008-2015)					
social	0.25	0.45	0.41	0.35	0.37
development	0.13	0.27	0.27	0.19	0.21
democracy and education	0.25	0.27	0.25	0.45	0.37
philosophy	0.25	0.36	0.34	0.32	0.33
philosophy of education	0.13	-	0.11	0.08	0.09
Trump (2016-2019)					
school	0.50	0.18	0.23	0.40	0.34
concept	0.13	0.18	0.39	0.45	0.40
higher education	-	-	-	0.03	0.02
united states	0.13	-	0.07	0.10	0.09
council of Europe	-	-	-	0.02	0.01
vision	0.13	0.18	0.11	0.16	0.15

the first partition from 1992 to 1999 when Bill Clinton was elected and held office as the President of the United States of America. “education” is the second most common word with 16 repetitions and “democracy” is the third most common with 10 repetitions. From 2000 to 2007, not repeating key words identified from 1992 to 1999, includes “democratic” repeated 35 times, “pragmatism” repeated 14 times, and “educational” repeated 12 times. From 2008 to 2015, not repeating any of the key words identified in the first two partitions, include “social” repeated 47 times, “philosophy” repeated 30 times, and “development” repeated 16 times. From 2016 to 2019, these key words include “school” repeated 55 times, “concept” repeated 24 times, and “united states” repeated 14 times.

Because these key words, alone, would not provide as meaningful of information, these key words are thus carried over to the second step of this key word review by how many articles mentions such key words in each respective abstract by President in shown in Table 5. In a count of key words partitioned by President, we obtain the following contexts of key words repetitions per article in education research journals. We can thus review the number of instances of each significant key word identified in step 1 shown in Table 4 per publication, not counting a key word repeated multiple times in one abstract.

As shown in Table 5, these key words are increasing in occurrence from Clinton (1992-1999) to W Bush (2000-2007) to Obama (2008-2015) to Trump (2016-2019). The common use of such key words where each such are first published as articles describing education research increasingly accumulate per

this review. Also, given the limitation of this review on education research journals, it is also not surprising to see the key word “education” as the third most common key word. From this review, we can identify “work” in 88 unique articles, “concept” in 65 articles, “social” in 60 articles, “school” in 56 articles, “philosophy” in 53 articles, and “argue” in 50 articles.

As a reminder, these results are unique instances of every article with only 45 articles mentioning the key word “public” in its abstract. As shown in Table 6, these percentages of every article show an awkward interest in John Dewey’s “The Public and its Problems” with 38% during Clinton (1992-1999), down to 9% during W Bush (2000-2007), up to 23% during Obama (2008-2015), up to 31% during Trump (2016-2019). The key word “social” and “action”, in contrast with Jürgen Habermas’s “Communicative Action” with 25% and 13% during Clinton (1992-1999), up to 45% and 36% during W Bush (2000-2007), down to 41% and 30% during Obama (2008-2015), down to 35% and 16% during Trump (2016-2019). This suggests that when education researchers are not publishing on “The Public and its Problems”, researchers are publishing on “Communicative Action,” evident by keywords “social” and “action”.

Conclusions

In this article, 163 education research journal articles after a 12 year absence from 1980 in the years 1992 to 2019 are systematically reviewed using three quantitative methods to generate numerical information on John Dewey and Democracy. This review presented trends that such publications are somehow

systematized and cause distortions in education research varying on President and political affiliation. These distortions of democracy on “John Dewey” in education research exist. As an outcome of these distortions, the self-organization of publications in education research can be observed and is noted by its substance, concept, and readability patterns of distortions in democratic communication or education. Where communication “fails”, an introduction of that aspect of failure is published as a distortion. This assumes that people would use education research as a venue to research faults and errors of democracy via John Dewey. These key words and readability seem to perpetuate it into distortions as new sociative societies in the venue of education research and its continuing publications, as we can observe increasing amount of new distortions and its publications based on such concepts.

The coherence of furthering divides, or advancing a sort of “Sociative Society” within a “Great Community”, is documented. Hopefully in irony, education research on John Dewey and Democracy is spotted with instrumentality, social engineering, and population control with evidence of “Communicative Sociation of Individuals” in its published journals and articles. We could reasonably infer such numerical patterns are not expected to cease as it becomes increasingly difficult to publish and communicate in an idealized “communication as education” composed of its “Great Community” as more people become increasingly interconnected via information communications networks.

Moving forward, democratic processes are necessary to sustain large populations in one society. There are about 4.7 billion people living in Asia according to UN and other estimates, and to bring out the best of half of the world's population processes of communication, networking, sociation, and other democratic tools are necessary to sustain large populations in working together to solve and surmount mutual problems and obstacles. For example, in order gather sufficient food to feed the people, communication and networks are necessary to relay how much food each community needs. Or, in face of extreme weather that cause food and water crises, messages need to be sent and received to prepare additional reserves so large numbers of people do not starve to death or die of dehydration. Democracy is not optional for Asia. Democracy is a necessity for Asia. This paper highlighted some methods and observation with a few of many ways for individuals to ensure that democratic processes exist.

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