

INSTITUTE
THE PHILOSOPHY OF EDUCATION
(Prospectus)

- A. The Philosophy of Education means a deeper grasp of the components and problems of the object and of the relations between that object and other things. (Confer Insight: notion of being and the method of metaphysics.)

This approach of the "Philosophy of Education" is different from many abstract and isolated approaches, e.g., the abstract concept of being; eternal verities equally applicable and indifferently relevant to everything.

- B. Aim of Education: The Human Good

1. Not an abstraction, nor a set of prohibitions, nor a non-existent ideal, nor a system; but a Concrete History. (Confer Insight: History as education of the human race; education for individual life and for human good.)
2. Components: Structure, principles of change, levels of attainment, modes of aberration and recovery of human good.

- C. Problem of Education:

1. The human good is the product of human apprehension and of human choice.
2. The educational process is the strategy of educational stages mediating between rudimentary apprehension and modes of choice and, on the other hand, apprehension on the level of one's age and transformed self that can meet issues of contemporary human good.
3. The philosophical problem of education is a real apprehension, in Newman's sense, of educational process. Elements leading toward such a real apprehension are:-
 - a. One's world:
 - 1- The part of the universe that lies within one's horizon (horizons of child, boy, adolescent, teachers, educational authorities, conflicts and alienation).
 - 2- Levels of apprehension: intersubjective, common sense, linguistic, artistic, classical philosophy, science, scientific philosophy; undifferentiated and differentiated patterns of experience.
 - b. Being oneself: The "Potential Existenz". The interpersonal relations. Communication. The correlation of the self one is and one's world. The Theory of Philosophic differences.