

- 1. Definitions, essential and nominal
 Nominal, understanding of name, how to use it accurately
 Essential, understanding of thing, what is it, quod quid est

If you understand thing, you will understand how to use name. Hence essential definition is our concern.

- 2. What is essential definition, understanding thing?

Ar., Post. Anal., We think we understand a thing, when we know its cause. Hence four causes: final, efficient, material formal.

We shall consider causes of education, and in first place the final cause.

- 3. The final cause of education is civilization.

a Birth-rate: rate at which fresh crop of barbarians are added to the nation $\exists \eta \nu$

Education civilizes them $\epsilon \bar{\nu} \exists \eta \nu$

Religion brings them to eternal life $\exists \omega \eta \alpha \iota \omega \nu \iota \omicron \varsigma$

Living (esse viventium est vivere); living well (to eu znv); living meritoriously

b The three are related, inter-dependent.
 But relations cannot be treated before related are determined.
 Relations flow from nature of related.

c Cannot go into this issue in less than a few books. But some brief notes.

a' Both the civilized and the barbarians can live meritoriously and attain eternal life.

b' This does not justify conclusion that Catholic education can neglect end of education and be content with producing good Catholics who are barbarians but that does not matter sub specie aeternitatis.

c' This conclusion has been drawn, not only in Canada but elsewhere

Thomas More Institute a success because known that no professor appointed simply because his religious superior does not know what else he can do with him

d' Denunciation of priests in OT for sacrificing the weak, the maimed, the disfigured out of flocks

Catholic education that as education is second rate or third rate or fourth rate or fifth rate or not even that is the same sort of insult to God

4. What is civilization?

Handwritten notes:
Togata
facts 360 years study of history
a human's concept of civilization
opposed to nature will be...
...of...

a Artefact

Seas oceans lakes rivers; plains mountains hills jungles;
animals; they're there

Civilization is not just there; it had to be produced,
maintained; once produced it can go to pieces

b Communal artefact

a' Any artefact: conception choice execution
Communal artefact: common knowledge, conceptions, standards,
convictions, beliefs ; b' common execution

b' Mechanism of common knowledge and execution

Common knowledge because common source; most of it out
of the past

Common execution: a" general, praise and blame, public opinion
b" particular, exceptional cases, laws police gaol

c Dialectical artefact

a' Make a machine, build a house, result fixed settled
Civilization is something in perpetual movement

b' Nature of movement

What is wrong with classicism: there exists a beau ideal
valid for all places and times

Magnificent classicism; France of Grand siecle; tried to
freeze things and ended in French revolution, big thaw
practical

c' All/thoughts judgments decisions words deeds are particular.

a" are particular events

b" arise at particular places and times

c" are with reference to concrete situations circumst cond exigenc

d' Arise from situation; meet problem of situation; change
situation; give rise to new problems, solutions, situations

d Ambiguity of Dialectic.

a' Progress: a series in which problem of each new situation
solved; situations become better and better

b' Decline: a series in which problems not met; situations
and so problems becoming worse and worse

e Basic factor in Dialectic.

a' Marxist: ultimately everything else determined by means of
production; by element in objective situation.

b' Popular (View of women, male and female): ultimately everything
depends on the will; the wicked capitalists, the wicked international
financiers, the wicked Germans, the wicked communists

c' Ultimately ideas rule the world.

- d' Marxist: wrong because ideas and will produce the situations
Popular wrong: in pair, intellect and will, the will is
good insofar as it follows the intellect; further, for bad
will to be really bad, it corrupts the intellect
- e' How can ideas rule world? people with ideas do nothing
- a" Whitehead, Science and Modern World, maintained that
modern science and so modern world because of medieval univ.
Medieval univ had their stamp character orientation from
schools founded by Charlemagne, trivium and quadrivium
Schools of Charlemagne, Alcuin, Augustine: de doctrina christiana
- b" Marx: spent life mainly in British museum
- c" General: prima ministeria
Cardinal Suhard
Church: 3 yrs phil; 4 yrs theol, 8 hrs wk dogma
forgives sin; but raises Cain about heresy
God: to redeem world sent Son, Word, offspring of intellect,
to teach and guide us; Holy Spirit to help us follow guidance
- f Hierarchical Character of Dialectic.
- a' Dialectic basically a matter of ideas; ideas hierarchical;
fundamental points and derived points
more general sciences and less general
- b' Similar hierarchy of problems in objective situations,
hierarchy of solutions (priority)
Degrees of more profound, more superficial
- c' Progress can be profound along w superficial decline, or
superficial with decline on profounder levels

5. The Formal Cause of Education.

- a Formal cause is final cause immanent in material cause.
Final cause is civilization
Formal cause is civilized men qua civilized

We have examined civilization; we have now to trans~~pose~~pose from group to individual.

Transposition not difficult: structure of dialectic is identical with structure of individual free choice
Situations offering objective possibility of different courses of action
Intellectual grasp of these different courses
Selection of one out of many (doctor can cure ∴ can kill)

- b What is civilized man? Indicate by opposite, What is barbarian?

- a' Civilization is grasping and meeting concrete present problems continuously. Eu znv is every little thing done well: Vaughn
Barbarism is letting problems accumulate until situation becomes impossible.

What is a slum? It is an accumulation of unsolved problems
Slums are slums not because of locality but because of people who dwell in them.

- b' Two types of barbarians. ³ *Vulgar*

- a" Problems not met because person does not know his own job or does not do it well

Rather rare in modern world; at least not its predominant fault; people who can't or don't do their jobs are fired.

More common in religious circles: /without fear of punishment or hope of reward; superiors sit on lid, leave to successors

- b" Problems not met because people know and care only about their own job

Eg sweeping stairs; beautifully done; but so much noise that rest of house has to suspend operations

- 1 Nemesis of specialization: specialist knows more and more about less and less, ok; but he thinks the less and less he knows more and more about is more and more important; he is a barbarian. Ortega y Gasset.

- 2 Nemesis of specialization: there is no worthwhile knowledge except specialized knowledge; I can't be a specialist and I am just as fine a fellow as the next ∴ no worthwhile knowledge
Result: the vulgar barbarian

Take a bushman from Australia, dress him, teach him how to wear clothes, use knife and fork, drive a motor car, smoke cigarettes, look at pictures in Life

People with no ~~grasp~~ knowledge of the slow accumulation of the human heritage; of the virtues necessary to acquire maintain transmit it; no appreciation of technology, of science; still less appreciation of theology, philosophy, law, politics, economics. Civilization is just something there; let's have a good time. Ortega y Gasset, Revolt of Masses

What I don't know is not worth knowing

What I don't understand is stupid

What I don't appreciate, has no value and is to be disregarded, neglected, allowed to lapse, to be suppressed.

subjects/

refined/

c What is civilized man? Positively.

Historical dialectic sets a hierarchy of problems; a partial division labor is possible, inasmuch as each by doing his own job well attends to eu znv of all.

But a total division of labor is not possible; civilization is a communal artefact; the more general the problem, the less immediate but the more far-reaching will be its effects

Specialists concern to work out report on general problem, to work out lines of solution

But one needs large numbers who can pass judgment on soundness of any given solution: does it meet issue; will it create worse problems than those it offers to solve

One needs the large numbers because the main effective instrument for execution of all solutions is public opinion, praise and blame -- alternative is a tyranny, social engineering (propaganda and secret police and concentration camps)

The civilized man a knows his job and does it well and b judges rightly on the solutions of other more general problems.

The civilized man

- a knows his job and does it well
- b Knows the place of his job in the general hierarchy of things
- c subordinates his job to higher things and pestulates insists on the subordination of lower things to his job
- d judges praises blames all this issues and solutions rightly

6. The efficient cause of education.

a Among secondary causes, the principal is the society:
a barbarous society reproduces itself; a civilized society may reproduce itself

Social group a' builds and maintains schools b' gives birth to, educates, pays teachers c' insists on standards, ^{civilized} ~~or fails to insist on them~~ ^{standards} ~~or barbarous~~

b The basic problems of modern education are identical with the basic problems of modern civilization

- a' Dark ages; no state; Church took over functions of state
- b' Middle ages: growth of universities and of states
- c' Renaissance: further developm of studies; revolt of states from xtian unity -- did theologians fail to meet problem
- d' Rationalism - false solution to wars or religion
- e' Liberalism % false solution to failure of rationalism
- f' From humanist to materialist liberalism: no standards totalitarian state, mass democracy

c Instruments of education

a' the family: personal transmission of civilized attitudes

b' educational institutions

a" professional: law medicine engineering pastoral theology journalism commerce cooking teaching

b" general: A. Preparatory B. Proper

A. Preparatory: mastery of necessary techniques.

- A' General technique, universally used: language ability to speak read write: ^{inadequate} ^{hand-impairment} ^{institutions} great weakness at present time: Luce Life HS, Time BA soc in America: up to 1905, then native clergy took over
- B' Special technique, basis of all thought about quantity maths

B. Proper

material world: physics chemistry biology world of man

general theoretical: philosophy, ^{philosophy} jurisprudence economics refined concrete: literatures, history

God: theology (Newman, Idea of a Univ., not refuted) ^{C. Smith, problems of Church, education sociology}

a not as taught to specialists, professional schools not make believe, fake (HS science)

b but sound preparatory and

exposition of real concepts, principles, hist. developm without unnecessary mtns of fact

without unnecessary incidentals, blind alleys, pedantries men of genius needed to plan the texts

7. The material cause and the process of education.

- a Children, adolescents, young men and women
Adult education (what do w leisure of increasing productivity)
- b General nature of the process
- a' actio in passio: teaching = learning
b' teacher, motor per accidens; motor per se is intellectus
agens (why, how) and will (to eu znv)
c' school life is simplified social life
cf monks of desert, religious life
school a" learn to do job b" to get along w others c" to
respect and yield to teachers
hence: teacher = incarnation of wisdom of ages; medium of trnsm
neither inert nor refined nor vulgar barbarian
- c Special aspects of process
- a' Division into home, preparatory, proper, professional is
division of main functions.
- b' preparatory anticipates proper on another mode
artistic inspirational for philosophy
grammar for logic
literature in its simpler aspects
ancient language and literature -- historical sense
mathematics -- in terms of concrete problems of sc. eng.
- c' higher can include professional elements, prof best apprentice
home can do personally what preparatory does thr poetry rhet
- d The problem of refractory material.
- a' neither book-minded nor hand-minded; lack-of-opportunity
b' lack of opportunity to continue
c' hostile environment /civiliz there
barbarous social milieu: ideal of good time, ideal of exploiting
conditions of life: small aptment, radio, street cars
- Does not change nature of civilization nor nature of
general process of civilizing
Acute a' because no religion b'-universal-education
Existing because everyone to be educated with no clear idea
of what education is
- Neither book-minded nor hand-minded: teach em religion
Hostile environment: educate properly those you educate
Lack of opportunity to continue
a anticipatory elements
b adult education

At least you have to do your own thing