

# History of philosophy and philosophical education

Marquette University Press - History of philosophy and philosophical education : Gilson, Etienne, 1884

Schools	Proponents	Characterizations
Idealism (RC)	Plato (RC) Kant (OC, AC) Berkeley (OL, (OC), (P), (SS)) Hegel (O, (OC), (P)) Aristotle (OC, (P)) Aquinas (OC, (P)) Spencer (OC, (P)) Locke (OC, (P))	Reality is spiritual or mental. Knowing is recalling values, absolute knowledge is impossible. (RC=AC=P)
Realism (RC)	Aristotle (OC, (P)) James (HW) Hobbes (OC, (P)) Spencer (OC, (P)) Locke (OC, (P))	Reality exists unperceived. Values are natural and absolute knowledge is possible.
Naturalism HW, RC (DL)	Rousseau (OC, (P)) Hobbes (OC, (P)) Spencer (A,G,C,I)	Only Nature exists - HW Nature is better than Civilization
Empiricism (RC)	Spencer (A,G,C,I) Locke (OC, (P)) Ac, (P)	Knowledge comes through the senses.
Pragmatism (RC)	James (HW) Peirce (OC, (P)) Wittgenstein (W, (O))	Knowledge is what Works. Truth corresponds to reality. Values are Relative
Existentialism	Hegel (O) Kierkegaard (OC, (P)) Sartre (OC, (P)) A.S.Neil (SS), (OC), (HW, J)	Individuals construct their reality. Values are subjective. Deciding precedes knowing.
Philosophical Analysis (HW, J, SS)	Russell (OC, (P)) Wittgenstein (OC, (P))	Reasoning is what Works. Truth corresponds to reality. Values are objective.
Perennialism	Hutches (OC, (P)) Merton (OC, (P))	Some knowledge is eternally valid. Education cultivates intellect.
Essentialism	Piaget (RC) Aristotle (OC, (P)) Gesell (OC)	Certain skills and knowledge are universal and timeless.
Progressivism	Dewey (OC, (P)) Kilpatrick (J, SS)	Children are naturally good - RC. The child's needs and interests are relevant to the curriculum.
Reconstructionism (RC)	Counts (SS)	The school should help rebuild the social order.
Behaviorism (OC, RC, SC, (OL))	Skinner (HW) Hobbes (OC)	Only the physical world is real. Learning is changing behavior.

Sources: (for full commentary, see text)  
 AC = Acton  
 AK = Alcott  
 D = Durant  
 E = Engels  
 HW = Hessen & Wechs  
 J = Jaspers  
 OC = Ozmon & Craver  
 OL = Ozmon & Levine  
 P = Peirce  
 RC = Ray & Cooper  
 SC = Siskin & Sadker  
 SS = Sadker & Siskin  
 W = White

LEGEND  
 OC = omitted by source  
 SS = omitted by source  
 HW = omitted by source treatment  
 XX = omitted by source  
 J = omitted by source  
 OC = omitted by source  
 W = White

Description:

Philosophy -- Study and teaching

Thomas, -- Aquinas, Saint, -- 1225?-1274. History of philosophy and philosophical education

Medieval and Renaissance literary studies.

Medieval & Renaissance literary studies

Plastics monograph -- No.C.5

The Aquinas lecture -- 1947 History of philosophy and philosophical education

Notes: 4

This edition was published in 1948



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## Introduction: Philosophy of Education and Philosophy

As a result of these various factors, the significant intellectual and social trends of the past few centuries, together with the significant developments in philosophy, all have had an impact on the content of arguments and methods of argumentation in philosophy of education—Marxism, psychoanalysis, existentialism, phenomenology, positivism, post-modernism, pragmatism, neo-liberalism, the several waves of feminism, analytic philosophy in both its ordinary language and more formal guises, are merely the tip of the iceberg.

## Introduction: Philosophy of Education and Philosophy

Some simply seek to foster the dispositions regarded as desirable by a society using methods laid down by its culture.

### Philosophy of Education (Stanford Encyclopedia of Philosophy)

Medically, this is dubious, while the educational version—forcing students to work, until they exit the system, on topics that do not interest them and for which they have no facility or motivation—has even less merit.

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In this way it produces both belief that is evidentially unsupported or contravened and uncritical dispositions to believe. It is time, I think, that a similar attitude became common in the field of educational theory.

### Philosophy of Education (Stanford Encyclopedia of Philosophy)

It was held that such a causal knowledge base was available for medical decision-making. Philosophy of education is a field characterized not only by broad theoretical eclecticism but also by a perennial dispute, which started in the mid-twentieth century, over what the scope and purposes of the discipline even ought to be.

## **Philosophy of Education (Stanford Encyclopedia of Philosophy)**

But the salience it gave to questions about citizenship in the fabric of liberal political theory had important educational implications.

### **Philosophy of Education**

**Summary** This entry has tried to provide an overview of how the field of philosophy of education has seen itself, and it has recounted major elements in the narratives by which the history of the field has been traced by others. APE was and is no longer the center of interest, although, as indicated below, it still retains its voice.

### **Introduction: Philosophy of Education and Philosophy**

**Role** Let us assume, as we have been doing, that philosophy may be analytical, speculative, or narrative and remember that it is normally going on in a society in which there already is an educational system

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