

SCHOOLING AND FORMAL EDUCATION

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SOCIAL COOPERATION -- INTELLECTUAL COMPETITION

Based on an individual's sensitivity to and concernment for the qualitative intensification and extensiveness of his own awareness and formed by a configuration of learning through training, conceptualization, and realization, legally approved schools and formal educational institutions are the systematic moral commitments of society by which the student is presented with an opportunity for conscious involvement with the ever-flowing content and controvertible structure of the varied areas of study that serve to enable the less mature not only to attend rationally to the composition of himself by the attainment of:

Vocational proficiency and social participation competency inculcated by the training process that is inherent in the nature of schooling;

Self-affirmation, self-acceptance and societal confidence through the initial formal educational areas of the behavioral, biological and social sciences;

Ego transcendence and social responsibility by virtue of the influence of both the Humanities and a cognizance of the universality of those personal values held dear by all varieties of mankind as made evident by the content of the mass communication media (a content which is at once a propagator and a resultant of the confluent cultural drift of the world's societies); and

A sound critical appraisal of both the relatively immediate and the consequent effects on society and thus on himself of not only scientific, engineering, and technological exertion, per se, but, prior to other than experimental and delimited implementation, the often irremediable results thereof;

but formal education also serves to enable the student, in his cognitive, and often non-rational, efforts to make self-purpose, self-expression, and experience comprehensible to the mind, consciously to construct and to enlarge upon a conversationally justifiable philosophy of life and of death; a philosophy that performs the dual function of having not only a rather immediate psychologically sophisticating and sociologically empathetic effect on the embryonic personality gestalt of the individual but also engenders the somewhat more difficult and more time-consuming process of producing, from the attitudinal dimension of his own moral responsibility and authority, non-fearful humor, and volitional self-transformation, a humane, fundamental integrity and a passionate, humanistic social sensitivity and sensibility, as he earns additional maturity.