Traditional Philosophies & Education

EDUC 300 / CORE 310

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|  | http://www.ourcivilisation.com/smartboard/shop/warnerr/plato.jpgIdealism | http://media-1.web.britannica.com/eb-media/84/87984-004-5ADE9ACA.jpgRealism | Neo-Scholasticism |
| In a nutshell | Idea-ism | Real world observations | Human reason |
| When? | 427-347 BC | 384-322 BC | 1225-1274 |
| Who? | Plato (Athens) | Aristotle | Thomas Aquinas |
| Main emphases or essential concepts | Universal, a priori truthsOtherworldly Pure ideas | Truth through observationReality is the physical world | Aristotle + Christianity |
| View of truth (What is real?) | Pure ideasIndependent of experience, universal concepts/ideas | Observable facts (based on senses)Let objects speak for themselves | Pure reason, logicKnown through reason and intuition + supernatural revelation |
| View of values | External to humanity; ethical life is lived in harmony with the universe | Nature has a moral law | Good people are rational people. Don’t let your will or emotions lead you astray.  |
| View of aesthetics | Depict the world as the Absolute Self sees it | Nature contains the criteria for beauty | Meaning in art can be intuited. (Notice it has to “mean” something.) |
| View of the student | Microcosmic self becoming more like Absolute SelfStriving for perfectionIntellect is the most important aspect. | Functioning organisms who can perceive the natural order; not free – subject to natural law; need to be reinforced w/behaviorism.Student responds to envir. Stimuli.  | Rational being with a natural potential to acquire truth and knowledge. The mind needs to be developed like a muscle. |
| View of the teacher | Living examples of what students can be; pass on knowledge of reality | Give accurate information about reality in the quickest and most efficient manner | Mental disciplinarians.Decides what should be learned. |
| View of the curriculum(Best subjects? Why?) | Should be formed around subjects that bring students into contact with ideas. Pure mathematics – it’s based on a priori principles. | Should emphasize the real world. The sciences – show us the laws of nature.Use the senses (e.g., visual aids, field trips) to learn. | Explain the world and train the intellect.Subjects with internal logic are best. Like math – closest to Pure Reason.Foreign language also train the mind. |
| Purpose of education | Preserve the heritage; pass on the knowledge of the past. | Transmit knowledge that has been settled upon by those with a clear concept of empirical science and natural law. | Conservative social function.Train minds.  |
| View of work | Be as philosophical as possible? Focus on ideas, ideals, in harmony with the universe and the Absolute Self? | Be rooted and observant.Work with the natural order. | Use reason. Create meaning. |
| Pros | Universal truths | Focus on what’s “real,” observable | Human rationality + intuition + supernatural revelation. God = source of truth & logic. |
| Cons | Greek dualism. Annoying to think our everyday life is just shadows on a wall! | We just “know” there’s more beyond what we can perceive with our senses | Where’s the heart? Where are the emotions?  |
| Picture or song for each *-ism* | Don’t pick a cave! That’s been taken. |  |  |