Philosophies of Education

“Philosophy begins with WONDER.”
Socrates
Branches of Philosophy

- **Metaphysics** [http://pespmc1.vub.ac.be/METAPHYS.htm](http://pespmc1.vub.ac.be/METAPHYS.htm)
- **Epistemology** [http://pespmc1.vub.ac.be/EPISTEMI.html](http://pespmc1.vub.ac.be/EPISTEMI.html)
- **Ethics** [http://www.educationpolicy.org/MLcolumn/MLcolumn-073101.htm](http://www.educationpolicy.org/MLcolumn/MLcolumn-073101.htm)
- **Aesthetics** [http://www.aesthetics-online.org/](http://www.aesthetics-online.org/)
- **Logic** [http://www.loria.fr/~roegel/cours/logic.html](http://www.loria.fr/~roegel/cours/logic.html)
Perennialism - views nature as constant - the rules that govern nature and society remain the same - believes that humans are rational and that education plays a big part in developing rational thought - seeking great truths is the ultimate endeavor of the perennials - emphasizes the Classics...
Schools of Philosophy, cont.

- **Progressivism** - relatively young - founded 1920s by JOHN DEWEY - views nature as ever changing - knowledge must be redefined and rediscovered to keep up with the change - Experience, problem-solving, exploration, inquiry, etc. are essentials of education.
Schools of Philosophy cont.’

- **Essentialism** - a reaction to Progressivism - borrows from idealism and realism - belief that there is a critical core of information and skill that an educated person must have - school should be organized to transmit knowledge and develop essential skills - focuses on the practical
Existentialism - “existence comes before essence” - accepts no pre-determined creed - Primary responsibility of school is the students’ discovery of “Who am I?” - next comes “What should I do?” - Freedom is the ultimate experience… search for meaning in life is a constant endeavor