

Philosophy of Education

ROMANTICISM

Romanticism & Philosophy

Romanticism originated in Europe toward the end of the 18th century to 1840.

Reaction against scientific enquiry and industrialisation

Reaction against the intellectualism of the Enlightenment

Visual arts, music, literature

Emotion and aesthetic experience

Isaiah Berlin

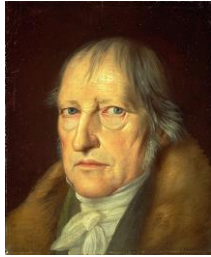
"a new and restless spirit, seeking violently to burst through old and cramping forms, a nervous preoccupation with perpetually changing inner states of consciousness, a longing for the unbounded and the indefinable, for perpetual movement and change, an effort to return to the forgotten sources of life, a passionate effort at self-assertion both individual and collective, a search after means of expressing an unappeasable yearning for unattainable goals."

Georg Wilhelm Friedrich Hegel 1770-1831

Professor of Philosophy at
University of Heidelberg

Education as a fundamental theme
of his philosophy

Critical of the work of Rousseau



"In fact, if one waits to acquaint the human being with such things until he is fully capable of grasping ethical concepts in their entire truth, then few would ever possess this capacity, and these few hardly before the end of their life. It is precisely the lack of ethical reflection which delays the cultivation of this grasp, just as it delays the cultivation of moral feeling"

Bildung

A term used in natural philosophy – can also be referred to as 'culture', 'formation' or 'development'

'the development or unfolding of certain potentialities within an organism' Leibniz (1646-1716)

Human beings as self-educating

Hegel – formative self development of mind or spirit

Occurs through experience and not just information. It is the process of discovering

Education involves shaping the individual in accordance with their own humanity

Practical nature of philosophy according to Herder

Human growth, the understanding of philosophical ideas within their social and historical context

Philosophy is the theory of how the individual develops

Philosophy must transform individuals

Bildung and education

What is learned is done through familiarity

There is then a process of disassociation to allow for analysis and then a reuniting with the original premise

Bildung as a liberating process – but it is liberation through initial frustration, struggle and an altered conception of the self

Learning requires a passionate search for the truth

Conscious self-development that needs individual effort and responsibility

Education as the process of 'alienation and return'

Education for life not just jobs

The value of Bildung

Education is not a means to an end but an end in itself

Liberation of education and links to an ethical life

Links between happiness and awareness

Key emphasis on the role of upbringing and the need for parents to encourage their children beyond their capabilities

Hegel and School

Transition between family and civil society

"The school stands between the family and the real world..."

Liberating function of school

However civil society has the greatest role in education

Emphasis on practical and useful training - languages, Latin, classical literature

Goal of education- help students realise the ideal of modernity which is for the individual to become a self-directed, self-formed person

Philosophy and education are terms which designate an ongoing process of both personal and cultural maturation
