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HPHP4018

October 3rd, 2023

Exploration into the future of philosophy.

A marvel mystery, the nature of philosophy, deducing it piece by piece using a methodically systematic thought process until the nature, leaps forth into the minds of all who come across this paper. A quick dive into the sea of human minds may reveal why philosophy has a future, if it will stand amongst its fellow friends as a curriculum to be taught over the next centuries, is another exploration path being walked down. The eyes of a philosopher are to be swapped out for my own during this essay, to be able to pierce through any matter to its core, finding its essence, such as the relationship philosophy has made with all the other humanities, their connections, overlapping layers and uses in each other's lives. This data reveals whether philosophy has a hand in other humanities subjects. Philosophy's future can be determined to a certain extent through all the individual points above: its nature, direction in life and connection to the humanities.

The nature of philosophy:

Before getting down to brass tacks trying to decipher philosophy's ¹arch reactor, a dissection of the question at hand is garnered for a more precise understanding of, 'What is the nature of Philosophy?'. Defining the ²form philosophy will allow readers to take that step closer to the doors of wisdom.

Thomas Nagel tries to whittle philosophy down to an understandable level for all inquiring into what philosophy is in his book, 'What does it all mean?' (Nagel, 1987, pp. 1 - 30). He states that 'Philosophy's general nature is to question and understand very common ideas that all of us use every day without thinking about them' (Nagel, 1987, pp. 1 - 30). The essence of what Thomas Nagel is defining philosophy as is in sync with Nigel Warburton's ideas of the nature of philosophy;

- 1). 'Philosophy is an activity; it is a way of thinking about certain sorts of questions.'
(Warburton, 1992, pp. 1 - 10)
- 2). 'Philosophers typically deal with arguments they either invent them, criticize other people or do both.'
(Warburton, 1992, pp. 1 - 10)
- 3). "They also analyse and clarify concepts; the word philosophy is often used in a much broader sense than this to mean one's general outlook on life or else to refer to the same form of mysticism." (Warburton, 1992, pp. 1 - 10)

Analysing the points made, both authors touch on the actions of a philosopher, to question, analyse, argue, and so forth. According to Britannica, in the book, 'The Protrepticus', Aristotle states that, 'Everyone must do philosophy, Aristotle claims because even arguing against the practice of philosophy is itself a form of philosophizing' (Kenny, 2023).

The question begs, what do people gain from questioning, arguing, and analysing? Why should everyone do philosophy?

¹ Arch reactor is the (core) to Tony Stark's suit.

² Form; 'the visible or configuration of something', 'a particular way in which a thing exists or appears'. (press, Oxford university, 2005)

The essence of philosophy doesn't lay dormant at the actions of an inquisitor but the essence of what questioning gives you. Questioning allows one to go from a place of understanding less to a place of understanding more by one's own ability, in doing so do we not become wiser? If wisdom is 'the quality of having experience, knowledge, and good judgement; the quality of being wise' (press, Oxford university, 2005). After having questioned, analysed, and understood by our own means, do we not obtain experience, knowledge and good judgment for the foreseeable future in certain matters?

I would like to link this back to the Greek definition of philosophy, 'Love of wisdom' (philosophy, 2023). That is philosophy's essence, wisdom, every time we inquire into a matter hoping to find more about it, there is a hidden love there, the love is for wisdom not for the matter at hand, for if we did not love to know then we would not inquire into know, therefore I would have to agree to define philosophy then as, the love of wisdom.

Philosophy's direction:

Philosophy's future... There isn't a definitive answer I can give to whether philosophy will stand the test of time amongst other curriculums, sifting through various organisations that are in support of introducing philosophy to children could detail indications that philosophy may, hit a ³trend and launch a skyrocket to the number of emerging philosophers in the foreseeable future.

³ 'Trend; a general direction in which something is developing or changing.' (Oxford Languages , 2023)

Philosophy for Children [P4C] is a curriculum that professor Matthew Lipman and his colleague Ann Sharp carefully curated for teachers. Matthew Lipman, who founded the 'Institute for the Advancement of Philosophy for Children at Montclair State University, USA in 1974' (university, Montclair state, 1974), aims to serve school children from preschool to high school as well as working alongside 'professionals, and pre-professional educators, educational administrators and policy-makers, and faculty and students of education, philosophy and related disciplines' (university, Montclair state, 1974).

Starting at the younger generations of humanity allows for interest to arise from the depths, building characters with logic, reasoning, and questioning attached to them not only brightens life, as they are allowed to defy without dare, it also sparks creativity, curiosity, openness, the characteristics of a philosopher. These life lessons should be embedded within us at very young ages, many traditional school systems prioritise handing over information, getting kids to memorise it, testing one's memory and then sending them out into the world. The skills to manoeuvre the outside world would hugely benefit humans alongside the traditional handing of information.

Montclair State University (P4C) Philosophy for Children has had a growing community internationally supporting the implementation of this curriculum;

From "Governmental and non-governmental organizations, the American Philosophical Association, the Great Britain and U.S. Philosophy of Education Societies, the International Federation of Philosophical Societies [FISP], UNESCO, National regional and international Philosophy for Children organizations." (university, Montclair state, 1974)

Alongside [P4C] an organisation going by 'SOPHIA' (Mare.design, 2023), is another community of people who seek to practice the art of philosophy with children [PWC] in Europe. SOPHIA in 2004 had members from 28 different countries on the board, networks including 'Austria, Belgium, Bulgaria, Italy, Latvia, Malta, Wales, Denmark, England and France' (Mare.design, 2023).

With more and more of these organisations popping up and with the help of multiple countries and associations backing up philosophy as a curriculum for secondary and high schoolers, there may very well be an increase in the number of universities that continue/offer philosophy as a course globally, with this in mind philosophy might have a chance to stand side by side it's fellow curriculum buddies in the future.

In a broader sense philosophy, the form, will never cease to exist within the minds of humanity.

“Philosophy has entered into every important decision that has ever been made about curriculum and teaching in the past and will to be the basis of every important decision in the future. There is rarely a moment in a school day when a teacher is not confronted with occasions where philosophy is a vital part of action.” (Ornstein, 1990 - 1992)

I refer back to Nigel Warburton where he states philosophy is much broader than questioning and analysing, it's 'one's general outlook on life' (Warburton, 1992, pp. 1 -10). Allan Ornstein and Nigel Warburton identify that we are all philosophers, we all philosophize whether intentionally or not. Everyone has a set of beliefs that they are attached to, right or wrong, good or bad, people have formed their own impressions of the universe they live in. Every system that is created by mankind is a philosophy in itself, e.g. Schools such as home-schooling, Universities, forest schools, private schools, special schools, religious-based schools, etc, are all based on someone's philosophy, a system created from beliefs.

Philosophy as a form existing inside of humanity's mind and artificial materials separate from discipline, stands a high chance of never ceasing to exist until the ⁴all, wakes up from its dream and the state of becoming no longer can become, in this universe.

⁴ “While All is in THE ALL, it is equally true that THE ALL is in ALL. To him who truly understands this truth hath come great knowledge.” - (initiates, 1912)

Philosophy's connection to the humanities:

The humanities are a 'branch of knowledge concerning with human beings' (Britannica, 2023). It has been curated into a curriculum that varies depending on the school, a majority of humanities subjects may dwell in, 'history, Geography, religious studies, politics, and citizenship' (Pearsons, 1996 -2023). A very different approach from the traditional school systems, 'mathematics, science, language arts, and social studies' (champs, 2023).

How does philosophy fit into all these humanities disciplines? Referring back to an earlier comment made, we are all philosophers, we all philosophize, the building blocks to any discipline have to be sat down and thought out by homo-sapiens before coming into existence, a system is then created within that discipline; what to teach first, how to teach it, field trips, etc, these all stem from a belief that this is one of many effective ways to go about teaching the disciplines.

A momentary demonstration of how a philosophical mindset is applied; when a lifeguard sees that someone has injured themselves but is unsure what the injury is, they must deduce. A primary inspection is done using just the eyes to identify the external body injuries, cuts to the leg, bruising on the forehead, etc. This is deduction at its finest, going through it systematically to find the answers, it is the same way a philosopher might go about trying to answer the question, do we have free will? Think of this mindset as a mere tool to be used alongside a historian's mind, or an archaeologist's mind, where dates and facts that aren't known to a philosopher can be applied once the foreground has been laid out.

This paper witnessed the assembling of a philosopher's eyes and mind, ready to puncture nature till its core essence is shone down through the parting of clouds, deduction in a systematic way can be found playing hide and seek during the process of taking nature down.

⁵Dora the Explorer walked through philosophy's maze, curriculum systems, organisations, and how approaching secondary and high school with philosophy will supply us with a prediction, on whether philosophy has a future as a discipline. A broader example of philosophy was also discovered while trekking down its direction in life, which opened the doors to understanding how philosophy the form will never cease to exist unless the universe ceases to first. Demonstrating how everyone is a philosopher at heart with their own beliefs and preconceptions allowed for a distinguishable connection to be made with the other humanities subjects, the overlapping layers and relationships were untangled right to the building blocks of every man-made system. Throughout all of the multitudes of points, we can say that philosophy as a curriculum might have a future on the podium next to the other humanities, and philosophy as a concept, a form, will definitely have a future. How will society differ if a majority of the population are degree-certified philosophers? Will this have an effect on religions? What will become of politics if it is being stared down by hungry philosophers?

⁵ 'The tv series focuses on the adventures of a [Latina](#) girl named Dora and her monkey friend Boots' (Wikipedia, 2023)

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