

Contents

<i>Introduction</i>	ix
1 Philosophy	1
1 <i>The contemporary situation</i>	1
2 <i>What is philosophy?</i>	2
3 <i>Conceptual analysis</i>	3
4 <i>The point of conceptual analysis</i>	8
5 <i>The philosophy of education</i>	12
2 Education	17
<i>Introduction</i>	17
1 <i>The concept of 'education'</i>	19
2 <i>Aims of education</i>	25
3 <i>Contrasting approaches to content and method</i>	28
4 <i>The needs and interests of children</i>	32
5 <i>The ethical basis of education</i>	39
3 Development	42
<i>Introduction</i>	42
1 <i>The concept of 'development'</i>	43
2 <i>The cognitive stage theory</i>	46
3 <i>The end-state</i>	52
4 <i>Development and education</i>	57
4 The curriculum	60
<i>Introduction</i>	60
1 <i>Curriculum objectives</i>	60
2 <i>Curriculum organization</i>	68
	vii

CONTENTS

5	Teaching	74
	<i>Introduction</i>	74
	1 <i>The concept of 'learning'</i>	74
	2 <i>The concept of 'teaching'</i>	76
	3 <i>The specific activities of teaching and learning</i>	84
	4 <i>Teaching, learning, and education</i>	84
6	Teaching and personal relationships	88
	<i>Introduction</i>	88
	1 <i>Teaching and respect for persons</i>	89
	2 <i>What are personal relationships?</i>	93
	3 <i>Personal relationships in teaching</i>	98
	4 <i>Teaching personal relationships</i>	103
7	Educational institutions	106
	<i>Introduction</i>	106
	1 <i>Institutions and purposes</i>	106
	2 <i>Educational purposes and factors which militate against them</i>	108
	3 <i>Authority and educational institutions</i>	113
	4 <i>Discipline and punishment</i>	124
	5 <i>Conclusion</i>	130
	Further Reading	132
	Index of proper names	139
	Subject index	141