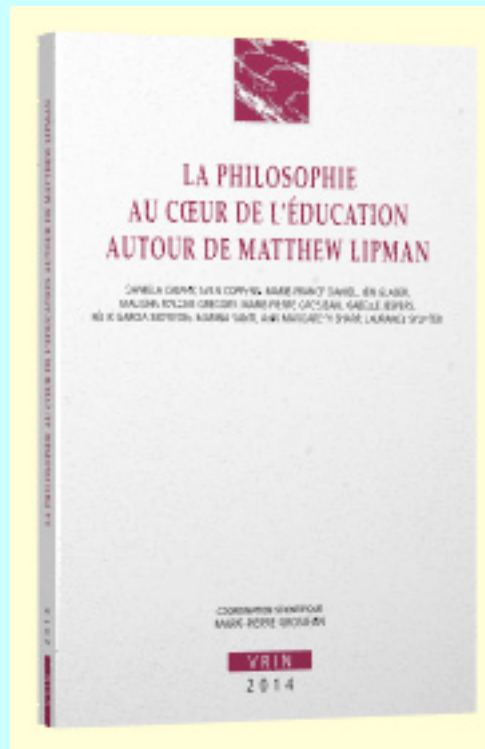


# PHILOSOPHY AT THE HEART OF EDUCATION ACCORDING TO MATTHEW LIPMAN



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The community of inquiry and dialogue are the two fundamental concepts of Matthew Lipman's philosophy of education. Developed pursuant to Peirce's and Dewey's pragmatism, they are marked by the influence of Hannah Arendt's philosophy of culture, of Wittgenstein's philosophy of language, of Merleau-Ponty's hermeneutics, as well as by Socratic and Aristotelian roots. From 2000, Lipman's philosophy has taken a new orientation by opening itself to Martha Nussbaum and Amartya Sen's holism. Consequently, the intuitions of youth as well as the importance of emotions and of attention for judgment making have been confirmed. Accordingly, philosophy finds a place in education, starting from early childhood, as a specific discipline aiming to develop the art of thinking in its three dimensions : critical, creative and caring. The community of inquiry and the dialogue are its essential tools. Hence, philosophy reconnects with Socratic practice, bringing its social and ethical dimension to the fore.

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Haute École Communauté française  
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\*Articles in English and Spanish are translated by Nicole DECOSTRE, translator of Lipman : *A l'École de la pensée*, De Boeck, 1995-2006-2010 ; *Mark, Recherche sociale*, Peter Lang, 2009 (500p.) ; *Lisa, Recherche éthique*, Peter Lang 2011 (600p.)

\*\*Article in Italian translated by Isabelle JESPERS

Marie-Pierre Grosjean, Nicole Decostre and Isabelle Jaspers are members of the Belgian Association **PhARE** (Analysis, Research and Education in Philosophy for Children, founded in 1992).

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