

HRVATSKO FILOZOFSKO DRUŠTVO



CROATIAN PHILOSOPHICAL SOCIETY

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13. DANI FRANE PETRIĆA

Cres, Hrvatska, 20.-25. rujna 2004.



13th DAYS OF FRANE PETRIĆ

Cres, Croatia, September 20-25, 2004

PHILOSOPHY AND EDUCATION IN CONTEMPORARY SOCIETY

Call for papers

Dear colleague,

Initiated by the Croatian Philosophical Society in 1992, in collaboration with the town of Cres and its institutions, *The Days of Frane Petrić* will be held in the hometown of the distinguished Renaissance philosopher Frane Petrić (Franciscus Patricius 1529-1597) September 20-25, 2004. Over the last twelve years, *The Days of Frane Petrić* have developed into a clearly-defined scientific and cultural event which includes the following:

1. international symposium on a selected, interdisciplinary theme;
2. international symposium on Frane Petrić;
3. cultural-artistic programme.

The selected main theme, characterised by an interdisciplinary approach, emphasises current problematics. Beginning in 1994, when, in addition to the regular annual theme, a selected one was introduced, the following topics have been submitted for discussion: “Natural Philosophy”, “Ecology”, “The Beautiful in Nature

and Fine Arts”, “The Challenges of Bioethics”, “Theory of Chaos”, “Philosophy of Time”, “Bioethics and Science in the New Epoch”, “Philosophy and Technology” and “Democracy and Ethics”. The theme selected for the symposium 2003 is “Philosophy and Education in Contemporary Society”.

The international symposium “**Philosophy and Education in Contemporary Society**” will be held in the town of **Cres, September 20-22, 2004**, within the *13th Days of Frane Petrić*.

The time allotted for each presentation is 15 minutes. The participants can freely choose the language of their presentations.

The organisers bear the participants' accommodation expenses (hotel Kimen, Cres, meals included), from Sunday evening, September 19, 2004, to Wednesday afternoon, September 22, 2004, as well as the travelling fees from the Croatian border to Cres and back.

If you agree to participate in the symposium “Philosophy and Education in Contemporary Society”, please forward your registration form as soon as possible to the addresses below:

Prof. dr. sc. Milan Polić

Regi 45 a

HR – 52203 Medulin

e-mail: milan.polic@pu.htnet.hr

Following the regular editorial review, the papers will be published in the journals “Filozofska istraživanja”, international edition “Synthesis philosophica” and in the symposium proceedings.

Enclosed please find:

1. registration form
2. details on the main theme

Yours very truly,

Prof. Milan Polić, Ph.D.

President of the Programme Committee
of the Symposium “Philosophy and Education
in Contemporary Society”

THE 13th DAYS OF FRANE PETRIĆ

The International Symposium

PHILOSOPHY AND EDUCATION IN CONTEMPORARY SOCIETY

Cres, Croatia, September 20-22, 2004

Participation registration

Title deadline: January 15, 2004
Summary deadline: March 31, 2004

Surname

Name

Academic degree

Institution

Contact Address

City (Zip Code)

Country/State

Telephone #

Fax #

E-mail Address

Date

Signature

Title of paper

Summary

13th DAYS OF FRANE PETRIĆ

Symposium PHILOSOPHY AND EDUCATION IN CONTEMPORARY SOCIETY

The sudden development of science and knowledge, which are to be educationally mediated, in the second half of the 20th century set the formulation of a new educational and general schooling paradigm as an unavoidable requirement, a paradigm according to which the schooling system could now be set up adequately to the personal and social needs of humans of the post-industrial era. The post-industrial generation of humans is required to not only master greater amounts of knowledge than the previous generations, but to also continuously supplement and reformulate this knowledge for the rest of their lives. This is not only so that – in fact, it is the least so that – they could sustain their necessary work efficiency, but also so that they could structure their lives.

As far as the education of future scientists is concerned, educating them only at a tertiary level has become insufficient. In order to properly educate them, we must commence at the earliest stages of their schooling. Investments in education have become the most important economic investment in general. While, on the one hand, different interests in education have started to suddenly increase, the diversity and the number of questions related to education – even if we decide to simply neglect to pose and provide an answer to the important question on the nature of education – have diversely surpassed the capacity of pedagogy. Hence, education has justifiably become the subject matter of an increasing number of the sciences. Accordingly, in the second half of the 20th century, we have started to witness the appearance and development of the sociology of education, psychology of education, economics of education, history of education and various other scientific disciplines on education.

Yet, with the increase of the number of scientific disciplines inquiring into education, the need for a discipline linking their respective results into a consistent system has also been increasing. This is, however, no longer possible without first answering some fundamental philosophical questions on humanity. Accordingly, the philosophy of education is increasingly shown to be the point of convergence not only of the knowledges of the various philosophical disciplines alone – such as philosophical anthropology, epistemology, ethics, philosophy of science, philosophy of language, etc. – but also of the knowledges of the previous with the knowledges of the various other specific sciences of education. In other words, it has become increasingly obvious that a certain philosophy necessarily lies behind each scientific approach to education. If it is not a philosophy then it is certainly an ideology, which – unlike philosophy – both directs scientific research and influences the interpretation of scientific results without true awareness of the issues involved. This can, somewhat successfully, be opposed by philosophy alone, which – when education is concerned – behaves as a philosophy of education.

The 13th Days of Frane Petrić, the main theme of which is *Philosophy and Education in Contemporary Society*, have thus been conceived as a place of encounter of all those who are engaged in research on education from different scientific perspectives, so that together we attempt to consider both the educational needs of the time we live in and the ways in which these needs can best be satisfied in the interest of both the individual and the community.