

24th World Congress of Philosophy 2018

Society Sessions organized by International Association of Japanese Philosophy (IAJP)

THE DEPTH OF HUMAN BECOMING AND TRANSFORMATION: VIEWS FROM JAPANESE PHILOSOPHY AND PHILOSOPHY OF EDUCATION

(C 070022 IAJP)

August 18 2:00pm – 3:50pm

Room 401, China National Convention Center

Moderator: Leah Kalmanson Chinpung Liao

Speakers: Honoka Ômochi, Anton Luis Sevilla

Presentation 1

Title:

An Ethical Approach to Hisamatsu Shin'ichi: The Way of Tea as an Example

Presenter:

OMOCHI Honoka

Affiliation:

Ochanomizu Women's University

ABSTRACT

The thoughts of Hisamatsu Shin'ichi, a modern Japanese Philosopher, Zen Buddhist scholar, and Master of the way of tea, had an ethical point of view that could contribute to society and humanity. However, most research has focused on religious and philosophical viewpoints. This is perhaps because he emphasized “formless self” (*musô no jiko*), which can be awakened by the practice of Zen. Therefore, in order to get a more complete picture of his thought, it is necessary to consider his ethical approach.

The practices of Zen and the way of tea demonstrate the characteristics of Hisamatsu's ethics and how he constituted ideal human being and community. There is a sense of universality in communities and human interactions since his ethics was derived from religion.

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This research expounds on Hisamatsu's ethical thought, which can be applied to our modern society. In addition, it attempts to comprehend the hidden value which underlies his thoughts.

Keywords: formless self, individual, community, equality, spirit of harmony

Presentation 2

Title:

Mori Akira's Philosophy of Moral Education: Focusing on Its Connections with the Kyoto School

Presenter:

SEVILLA Anton Luis

Affiliation:

Kyushu University

ABSTRACT

Mori Akira (1915-1976) was a Japanese philosopher of education, who studied under Tanabe Hajime, and went on to lead the world of educational science in Japan as the foremost theoretician of educational philosophy of the human person (kyôiku ningengaku). He well-known as a Dewey scholar and a translator of existential philosophy of education. What is not widely known, however, is that his ideas bore a strong continuity with questions raised by the Kyoto School of Philosophy (broadly construed), to which he contributed to in a way that combined empirical and philosophical research on both the individual (psychology) and the group (sociology).

In the 1950s, Mori developed a philosophy of moral education, which centered around the idea of education as human becoming (ningen seisei). Through this, he responded to and contributed to the following Kyoto School issues: the notion of human existence (Watsuji, Kuki), ethics as a dual-negative structure (Tanabe, Watsuji), the relationship between natural, historical, and spiritual life (Kôyama, Watsuji), different notions of community (Tanabe, Watsuji), and the problem of existential communion (Nishida, Tanabe, Nishitani).

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In this talk, I will suggest that Mori can be read as a member of the “Kyoto School of Education” in a way that bridges philosophy and education, empirics and ideals, east and west.

Keywords: existentialism, formation, awakening, philosophical anthropology, human becoming