## CONTENT

Page	
1.1 INTRODUCTION 1	
1.2 THE RELATIONSHIP: PHILOSOPHY/PHILOSOPHICAL	
ANTHROPOLOGY	2
1.3 THE RELATIONSHIP: PHILOSOPHICAL ANTHROPOLOGY/	
PEDAGOGICS	5
1.3.1 Introduction	6
1.3.2 The idea of perspective	
11	
1.3.3 The possibility and meaning of an anthropological peda	agogics
14	
1.3.4 The possibility and meaning of a pedagogical anthropol	logy
1.3.5 Summary 20	
1.4 THE RELATIONSHIP: PHILOSOPHICAL ANTHROPOLOGY/	
CHILD ANTHROPOLOGY	24
1.5 THE RELATIONSHIP: PHILOSOPHICAL ANTHROPOLOGY/	
CHILD ANTHROPOLOGY/PEDAGOGICS	24
1.6 THE RELATIONSHIP: PHILOSOPHICAL PEDAGOGICS/	
FUNDAMENTAL PEDAGOGICS	30
1.6.1 Philosophical pedagogics	30
1.6.2 The category "fundamental"	31
1.6.3 Philosophical pedagogics as fundamental pedagogics	
33	
1.7 THE RELATIONSHIP: EDUCATIVE REALITY/	
METHODOLOGY	
39	
1.8 PEDAGOGICAL CATEGORIES: JUSTIFICATION	51
1.8.1 First argument	51
1.8.2 Second argument	61
1.9 THE RELATIONSHIP: PEDAGOGICS/FUNDAMENTAL	
PEDAGOGICS	
63	
1.10 THE RELATIONSHIP: FUNDAMENTAL PEDAGOGICS/	
PFDAGOGY	66

1.11 THE RELATIONSHIP: PHILOSOPHICAL ANTHROPOLOGY/	,
VIEW OF BEING HUMAN	68
1.12 THE RELATIONSHIP: FOUNDED VIEW OF BEING HUMAN	• •
PHILOSOPHY OF LIFE 73	
1.13 THE RELATIONSHIP: EDUCATIVE AIM/EDUCATIONAL	
DOCTRINE 77	
1.14 CHRISTIAN-NATIONAL DOCTRINE OF EDUCATION	
79	
1.14.1 Introduction	79
1.14.2 The Calvinist philosophy of life	80
1.14.3 The Calvinist doctrine of education	
82	
1.14.4 The National philosophy of life	85
1.14.5 Christian-National education	
87	
KEY STUDY QUESTIONS	
90	