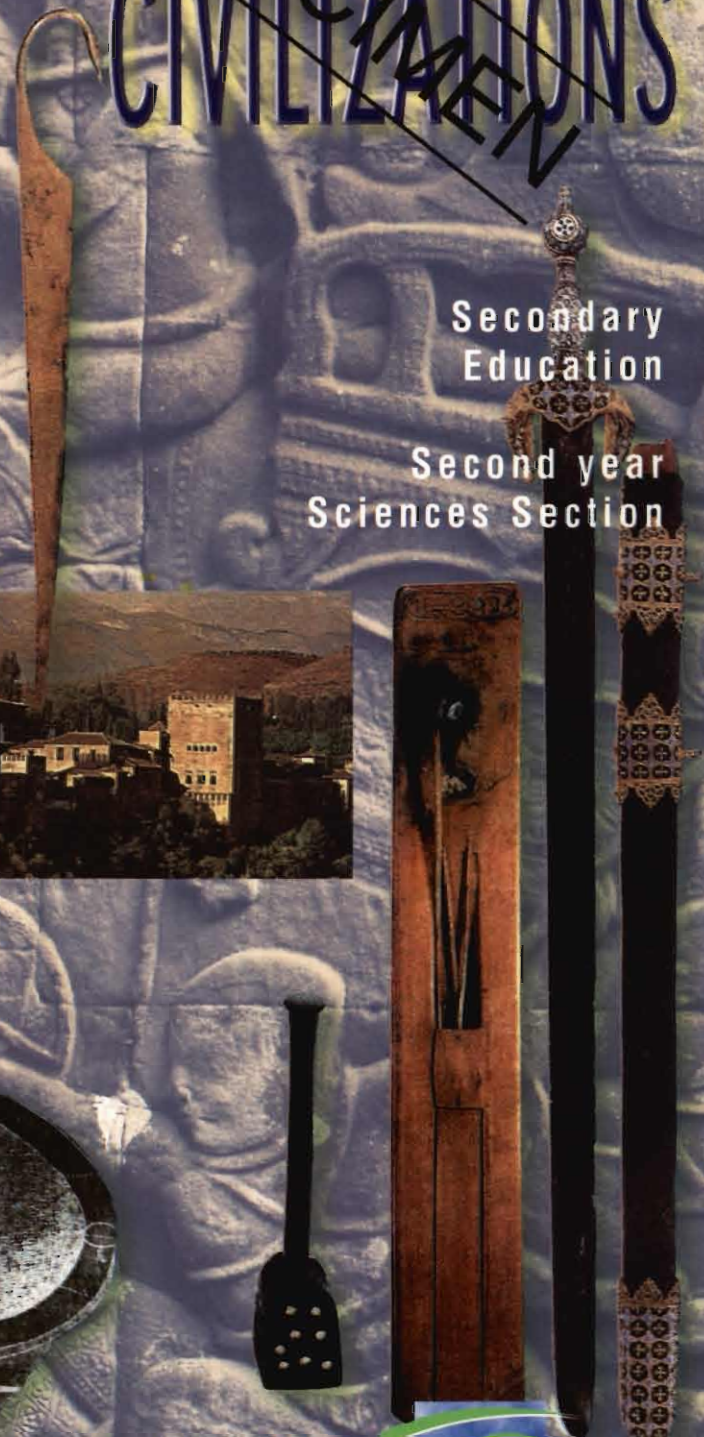


PHILOSOPHY AND CIVILIZATIONS



Secondary
Education
Second year
Sciences Section



National Center for Education Research and Development

 National
Textbook
New Curricula

Republic of Lebanon

Ministry of National Education, Youth and Sports

PHILOSOPHY AND CIVILIZATIONS

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New Curricula

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The National Textbook Project

This is the second installment of textbooks completed by the Center as part of a three-stage effort to produce the books called for by the New Curricula. We are placing these books in the hands of students with the great hope that we are moving, step by step, toward the goal of acquiring sound and modern learning, using sophisticated educational means and up-to-date methodology that encourage and reinforce individual thinking and research, the acquisition of skills, the development of ethical and national attitudes, the feeling of national belonging as well as the feeling of belonging to humanity at large.

The on-going revolution in information, communication and educational technology has undoubtedly limited the role of the textbook and lowered the rank it used so recently to occupy. However, in our society and in many other societies, the textbook remains the basic means of education, and it is our duty to exert our utmost effort and care to come up with the best product as to form and content. Yet we should not lose sight of the fact that the textbook is not sufficient by itself but should rather be used as a stepping stone to access other sources of information. What is important is to keep a clear vision and maintain the right course toward our objective. The means should not turn into the end and the student should always remain the focus of the learning/teaching process.

No one ignores or denies the fact that textbook writing requires very high academic and educational qualifications and very wide field experience. The authors committees undeniably possess such qualifications and qualities, yet last year's textbooks did contain some faults and gaps which were duly pointed out by researchers in many articles, and, indeed, we have benefited from some of them. Such is the nature of human work, no matter how good the intentions or how great the effort exerted.

Constructive criticism is a real contribution to raising the standard of authorship, minimizing errors and filling gaps. We only hope that criticism will always be objective and motivated by a desire to enhance educational reform in order to achieve better products.

A favorite adage handed down from our old scholars: "He who criticizes you is as helpful as a co-author". Let all criticism directed at the Center be of this caliber.

In closing, we hope that we all will have benefited from our experience and that the textbooks of the third and final stage be closer to realizing our hopes and more beneficial to our students. We are now preparing ourselves to assess the parts so far achieved of the new curricula and to assure that our educational movement is proceeding on the right track for achieving the best results.

June 2, 1999

**President, National Center for Educational
Research and Development**

Nemer FRAYHA

Philosophy and Civilizations (Science Section)

Forward

It is known that many aspects and contents of the planned Lebanese Baccalaureate curriculum have changed in more than one subject or in total, during 50 or 30 years, except the subject: philosophy. It is true that attempts to improve or change have been made a while ago (30 years ago) but it all was just partial procedures limited to cancellation of one philosopher or addition of another; and “absenting” one of his aspects or “presenting” another.

However, in the final analysis, the curriculum remained as it was; no history of philosophy, but history of figures and names in particular.

In this book, and according to the objectives and contents of the new curriculum, we, the authors, provide a new distinctive product, not only in its titles and content, but its philosophy in particular: that is in its meaning, spirit, direction and objectives.

The subject philosophy is no more restricted to figures and names now; it has become without absenting the biography of the figures- a restoration and study of issues, problems and questions of philosophy.

Now that the subject “civilization” has been added to the subject philosophy in the second secondary year, thus becoming “philosophy and civilization”, has no doubt enriched the subject philosophy. The addition of the most famous modern scientific theories in astronomy, physics, mathematics and natural sciences, and suggesting the subjects related to the position of sciences and technicalities in the construction and development of civilization are of the distinctive points of the curriculum of the subject “philosophy and civilizations” for the second secondary, scientific section.

Therefore, the student’s work in this book progresses from suggesting contents of civilization development and the idea of science in it, with significant scientific samples that caused noticeable historic revolutions in thought specially, and in all civilization aspects in general, specially in our contemporary civilization to end in suggesting problems in science and its philosophy. And it is a logic progression contributing to the achievement of educational goals expected of the program.

However, the achievement of educational and instructional aims and objectives in the subject “philosophy and civilization” like in any other- is conditional, first and foremost, on the goodness of the teacher management of this instructional educational task and his/her own effort on one side, and the extent the learner is involved in the activities of this task and efficiency and development of this involvement.

But if the “philosophy and civilization” periods could not contain in the second secondary year what they do, the curriculum for the third year will, where the content of the subject philosophy will be complete in its content and distributed in the second and third secondary years.

The Authors

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