

## Condescending Philosophy

—Philosophical aspects of Matthew Lipman’s “philosophy in the classroom” project—

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The author asserts that although it has originally only pedagogical intentions, Matthew Lipman’s “philosophy in the classroom” project attains an interesting relevancy to the philosophy itself. And in his estimation, Gareth B. Matthews’s recent results on the philosophical thinking of children corroborate this.

To make this point clear, the author makes a comparison of the above two with the German Enlightenment, both of which endeavor to mediate between philosophy and the world. Kant’s conception of “*Philosophie nach dem Weltbegriff*” is the culmination of the German Enlightenment in its founding of the nature of philosophy *through* its intermediation with the world. The author concludes that Matthews’s “philosophy of childhood” can be considered to be an equivalent for Kant’s “*Philosophie nach dem Weltbegriff*” and therefore, has as deep and serious philosophical significances as the Critical Philosopher’s view on the ultimate nature and mission of philosophy.