



가 가  
 2), O'Hear(1981, p. 4)가  
 , ( )  
 가  
 '(a standard view of education) (ibid., pp.  
 Peters Hirst 43-45; 1977, pp. 3-20).  
 , Peters  
 Peters 가 가 ' 가 '  
 , 가  
 , 가  
 , 가  
 (1966,  
 p. 45) Hirst Peters  
 , ' (liberal) 가 Peters가  
 (ibid., p. 43). ' ; '  
 Peters가 , 가  
 가  
 Hirst ' ,  
 ' (extrinsic 가  
 ends) . ( ) (1965, p. 125).  
 가 ,  
 . Hirst  
 ' (training) . ( ,  
 )  
 , 가 (ibid., pp.  
 123- 124). Hirst가

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2) Dearden(1986) , Peters Hirst  
 ,  
 가 ,  
 Hirst ( ibid., p.124),  
 가 . Peters  
 가 (ibid., p.129; 1974, pp. 85ff).  
 가 , Hirst 7-8  
 , , , ,

3). Hirst 가 Peters Hirst 가 ( ) 가 가 , Cooper가 4), 가 Peters-Hirst 가 ( ) 가 가 가 가? 가? Cooper ( ) 가? 가? ( ) 가 (mindless technological vocationalism) Cooper (1986) (bad enemy) 1960 , 1970 (適) 가

4) Cooper Oakeshott, Hirst Bailey Oakeshott(1972)

3) 가 , Hirst Peters (1970) (1974)



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 6),  
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 , “ , ”  
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 , 가  
 (p. 6703). , 가  
 가  
 가  
 Dewey(1916),  
 , 가 Pring(1993; 1994; 1995), Scheffler(1995b)  
 . Cooper가  
 ( )  
 가 ( ) ‘ , ’  
 , 가  
 가  
 Cooper 가  
 ‘ (glorifying the  
 rational game)  
 (Hirst,  
 1986, p. 23). , Peters Dewey, Pring,  
 (1977) , Scheffler  
 ,  
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 6)  
 가  
 Hirst(1993;  
 1999), (1999; 2000)

, Dewey (occupation) ‘  
 가 , 가  
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 ‘ ,  
 ’(p. 358) . 359) . , Dewey  
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 Dewey ‘ 가 가 가 가  
 ’ ‘ (liberal-vocational education or vocational-liberal education) (Scheffler, 1995a, p. 37).  
 , 가 , Dewey 가 가 가  
 , 가 가 가  
 Whitehead(1950) . ,  
 Whitehead . Dewey  
 ‘ ,  
 (p. 77). 가 , ‘  
 (technical education) ,  
 ,  
 (知性) 가 (技藝) Dewey  
 ’(p. 74).  
 ? Dewey ‘ ,  
 (再考) , ( )  
 가 , ‘ ’(vocation) ‘  
 , ,  
 , ‘  
 가 ’(pp. 358-359) , ‘ Dewey (Hook, 1971).



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 . Pring ‘ (liberal) (a kind  
 of education)  
 ‘ (a particular education)  
 가 (sheer  
 redundancy)  
 (Scheffler, 1995b, p.45).  
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 ralising vocational education)  
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 (ibid., p.54). 가 Scheffler  
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 가 ( ) Pring  
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 가 Dewey  
 Hook Scheffler  
 Dewey Scheffler  
 Dewey, Pring, Scheffler 가

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 가  
 (Scheffler) (Peters-Hirst)  
 (Pring)  
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[ 1] . Oakeshott(1972)  
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 (market places) (monasteries)

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Dewey ‘ , Pring ‘

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ABSTRACT

## A Philosophical Examination on the Reconciling Models between Liberal and Vocational Education

Jae-Bong Yoo  
(Seoul National University)

Liberal education which addresses the pursuit of rationality or knowledge for its own sake through initiating students into several forms of knowledge has taken up a typical form of school education. Liberal education tends to rule out vocational preparation under the title of an 'extrinsic aim' or a 'bad enemy', so that it cannot satisfy practical demands in which we live and engage. However, vocational education should be considered in school education, since it seems to be crucial elements for the flourishing life. It is natural that attempts to bridge the gap between liberal education and vocational preparation have been made by a number of philosophers, notably Dewey, Pring and Scheffler.

Their views have in common that education should be met vocational challenges, although

their ways of reconciling are more or less different. Dewey's 'liberal-vocational education' (or 'vocational-liberal education') model rejects the vocational/liberal education divide by defining vocational education broadly. Pring's 'vocationalising liberal education' model fills the gap by taking a broad conception of liberal education. Scheffler's 'liberalising vocational education' model bridges the gap by expanding the conception of liberal education which accepts demands of vocational preparation. These attempts challenges that school education should consider social and practical demands at any level.

Keywords: Liberal education, Vocational preparation(education), Reconciling model, Dewey, Scheffler, Pring