

Thinking about Education through Examining Human Beings

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More than 200 years after Immanuel Kant's statement that 'the human being is the only creature that must be educated', it is now obvious to those of us living in the modern world that humans are beings that indeed require education. This view of human beings, also known as '*Homo educandus*', has been the basis of various institutions, cultures, and ideas that shaped subsequent eras, supported by the objectivity of the human condition as being 'educated'.

However, contemporary insights from biology and evolutionary psychology push us to rethink the human condition from the aspect of 'educating' rather than 'being educated'. While learning is a widely observable phenomenon in a broad range of biological species, 'teaching' has only been observed in a limited number of species, with humans being a unique species that has maintained society and created and passed on culture through this practice of 'teaching'. Evolutionary psychology has revealed the characteristics of the human cognitive system (shared intentionality), the tendency towards collaboration and the 'we-ness' that supports these characteristics, and has clarified the basis on which humans learn norms, internalize values and inherit culture in the social environment.

In this research discussion, through dialogue between these contemporary Human Sciences and Educational Studies, we would like to redefine the relationship between education and human beings, and the nature of 'education'. What does education look like to us when we rethink it not from the perspective of Persons, but from the perspective of

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‘Human Beings who have built up history’? This work will also lead us to reconsider the uniqueness of human culture and human society.