

A Philosophical Examination of the Education of Emotions

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Abstract

This study is aimed at answering the question as to whether or not emotions can be educated. In the first section, the author looks back upon and compares among some past theories of emotions in order to formulate an account of the essential features of standard emotions. The author argues that apart from sensations or perceptions of bodily changes, disposition or patterns of behavioural reactions, and the construction of cultures, it is in the intentionality inherent in emotions that the even more central characteristic of emotions actually lies.

In the second section, the author addresses the question of whether it is possible to educate emotions. The author argues that the agent's system of values, sensitivity of mind, preparatory state of feeling or dispositional emotions, hierarchical structure of emotions, etc. are intrinsically involved in his/her emotions. And, it is likely that these aforementioned emotion-producing components can be improved. As a result, except the exceptional cases in which, for instance, there exists either hereditary irreversibility or changes of emotions can be made only through educationally irrelevant means, the education of emotions is possible. The au-

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thor concludes this study with some suggestions regarding the education of emotions.

Key Words: philosophy of emotions, philosophy of education, education of emotions, emotions