

TINKERING WITH PHILIPPINE TERTIARY EDUCATION:
LIVING THE ACADEMIC LIFE IN MARTIN
HEIDEGGER'S THINKING
OF BEING

A Dissertation

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In Partial Fulfillment

of the Requirements for the Degree

Doctor of Philosophy in Philosophy

by

Reynaldo Y Rivera

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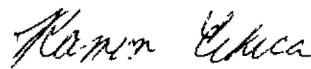
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This dissertation entitled **TINKERING WITH PHILIPPINE TERTIARY EDUCATION: LIVING THE ACADEMIC LIFE IN MARTIN HEIDEGGER'S THINKING OF BEING** prepared and submitted by **REYNALDO Y. RIVERA** in partial fulfillment of the requirements for the degree of **DOCTOR OF PHILOSOPHY IN PHILOSOPHY** has been examined and is recommended for acceptance and approval for **ORAL EXAMINATION**.

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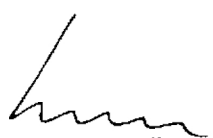

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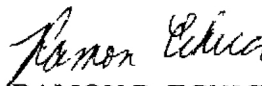

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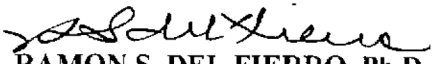

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In this Dissertation, I understand and interpret research, extension, and instruction in Philippine Tertiary Education in the light of Heidegger's Thinking of Being. I wish that I succeed in the deconstruction of this technicity into what Heidegger calls "real education" that is grounded in the Nothingness — restoring the nature of man and woman as meditative beings.

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REYNALDO Y RIVERA

ABSTRACT

The Problem

This DISSERTATION is a deconstruction project, swaying the present cybernetic attitude of the Philippine Tertiary Education in the areas of research, extension, and instruction [REI] to an education in Thinking of Being. Thinking of Being recognizes that the technological character of education makes REI "thought-poor" in problem formulation as they [REI] are oblivious to Being as the element of thinking

This project upholds Heidegger's contention that learning corresponds to teaching, i.e., instruction, so that the two other thrusts — research and extension — also correspond to learning. Learning does not happen by taking students to assume what is offered in REI activities but by giving them the opportunity to experience (i.e., tied to understanding and interpretation) what they take as something they themselves already have and to ponder on the unthought of what is there already experienced or understood

This Dissertation seeks understanding about the Thinking of Being as the question of existence, the question of Truth of Being, and the question of Event of Appropriation in the realm of Heidegger's phenomenology that consists of reduction, conception, and destruction. How Thinking of Being may be planted into the deep furrows of Philippine Tertiary Education and what recommendations may be suggested are the two other main objectives of the study

Methodology

The methods of investigation for this study are textual and descriptive. The textual analysis interprets Heidegger's works in the realm of what is written and how it is said but mindful of the dialectical interplay between what is said and what is not spoken in the texts. Descriptive is a method of recounting what is there as experienced in the present REI activities of the school

Thinking of Being in terms of what is at hand, of existence, of truth of Being, and of Event of Appropriation in the unity of the primal fourfold across Heidegger's idea of real education in the "movement of passage" comprises the context of this study. The "movement of passage" flows from the level of "ignorance" as shown in the metaphor of the cave where the prisoners are chained, fixing their gaze on the shadows of the primal phenomena on the wall, this progresses to the first gaze of the fire when shadows recede to give way to the unconcealment of the primal phenomena but without understanding them, then gradually education takes place because in this stage of development the prisoners in the cave acquire complete freedom as the ground of real education. The final stage is an experience of Truth as *alētheia* so that

the seeker of truth faces a double life and death struggle from those who refuse to be liberated from the illusions of a world that is no world and from the wielders of authority who are threatened by the unconcealment of Being

Findings

Findings show that the present REI of Philippine schools are generally specialized, highly calculative, and practically functional to fit the needs of the hierarchically ordered and widely differentiated division of labor in the world market. REI then are molded in the Platonic notion of the *technē* that translates thinking into a process of reflection in the service of doing and making. The rise of empirical science and the applied disciplines indicates this academic trend. REI are also fashioned in the Aristotelian ideal of excellence for a happy and a good life but converts science into what Heidegger calls a determination of man as an acting social being who is made as object of shaping towards conformity to the established norms. Education then has become a transmission-belt of ready-made-values and scientific orientations rather than an instrument of a continuing critique against the established norms or knowledge for man's self-realization

Furthermore, REI are reduced to a theoretical structure of empirical science and methodological procedures in the mold of what Heidegger describes as "representational thinking" such as in the styles of "hypothetico-deductive-method" and "complete decidable logical system" so that theories become the coordinated suppositions of mathematically scaled categories. These scientific methods that correspond theories to facts in the form of coefficients are mistaken for truth as unconcealment of Being in Philippine schools. The consequence of this scientific methodology is the concealment of Being that holds the possibilities of making significant theoretical breakthroughs and revolutionary discoveries of new scientific knowledge to replace existing ones

Thinking of Being is possible. It is a path towards the returning of education to its origin, inquiring into the primal phenomena as the things to be learned. A returning of education to its origin is what the Greek *Mathesis* means i.e., — learning from what is already known and persistently asks what lies truly nearest to the thinker such as asking "what H₂O is," "what acids and bases are," "what kinetic theory of an ideal gas is," or "what Avogadro's Law of equal volumes of any two gases at the same temperature and pressure is equal to the same number of molecules is." These types of questioning in REI and the position one takes on them are essentially what Heidegger points out as the fundamental presuppositions of academic work in real education

Real education thinks of something rather than nothing. Just because one can neither see bacteria nor perceive current in a live wire by the naked eyes, it does not mean that either bacteria or electric current is not there. Invisibility does not mean an absence of relation in the real world. It is there concealed in the subjective rationalization of the world by conceptualization. Thinking of Being wants nature to

present this equation to human thought. Thus, real education cannot just dismiss the thought that environmental distortions such as the melting of the ice-caps and the decreasing salinity of the oceans, the destruction of the forests and the increasing re-radiation effects of sunlight, street lights and the rise of concrete edifices, bomb-tests and war devastation have nothing to do with tsunami. In other words, real education thinks of the unthought. It asks in a unique way the same thing about what has been learned but resolutely shifts attention to the unthought of what one has already thought about in conceptual determination. This is an education in thinking — a real education that is grounded in the essence of freedom — and the learning that takes thinking into the nothing beyond forms.

Conclusion and Recommendation

Thinking of Being is thinking of the whole and the Holy. It is promotive of genuine freedom — a deterrence against democratic hegemonization of the world. Hegemonization is a process that claims of liberal norms and democratic ethos as the goals to be preserved, but, in reality, these claims turn out to be the means of preserving and advancing local, national and international hegemony by those who manipulate to keep the existing economic order safe for world supremacy in currency wars. Underneath this phenomenon of currency wars is the politics, i.e., the struggle for power, over oil hegemony in cartels and conglomerates as instruments of monopoly that the U.S. wants dominion over them. Through these oil conglomerates, the U.S. has controlled the oil supply lines and kept American supremacy in currency wars. The hegemonized peoples of the world can no longer distinguish between democracy as a goal and democracy as a means to preserve the global hegemony. Only Thinking of Being as Event of Appropriation can clear this distinction.

To give Thinking of Being a chance to sprout in the Philippine academic life, Higher Educational Institutions must pursue education in the context of the Thinking of Being methodology, they must lead as cradles of real education that thinks of the whole and the Holy through a string of organized fora, seminar-workshops and curriculum revisions across the nation for the rejuvenation of the darkening of the world.

LIST OF ABBREVIATIONS

- CHED Commission on Higher Education
HEIs Higher Educational Institutions
REI Research, Extension, and Instruction

ABBREVIATIONS OF WORKS OF HEIDEGGER

- AF "The Anaximander Fragments"
BDT "Building, Dwelling, Thinking"
BPP *The Basic Problems of Phenomenology*
BT *Being and Time*
CCP "Conversation on a Country Path About Thinking"
EPTT "The End of Philosophy and the Task of Thinking"
FQM "The Fundamental Questions of Metaphysics"
IWM "Introduction to What is Metaphysics?"
KPM *Kant and the Problem of Metaphysics*
OWL "On the Way to Language"
LH "Letter on Humanism"
L "Language"
Logos "(Logos) Heraclitus, Fragment B50"
MA "Memorial Address"
MSMM "Modern Science, Metaphysics, and Mathematics"

- MWP "My Way to Phenomenology"
- OET "On the Essence of Truth"
- OTB *On Time and Being*
- OWA "The Origin of the Work of Art"
- PDT "Plato's Doctrine of Truth"
- PWM "Postscript to What is Metaphysics?"
- QCT "The Question Concerning Technology"
- QEB "The Question of the Essence of Being"
- T "Turning"
- TTP "The Thinker as Poet"
- WCT "What Calls for Thinking?"
- W₁CT *What is Called Thinking?*
- WM "What is Metaphysics?"
- WN "The Words of Nietzsche 'God is Dead' "
- WPF "What are Poets For?"
- WtL "My Way to Language"