

A Personal Philosophy

By Bob Krone

Dedicated to Mae Sue Krone, whose love, guidance,
and partnership nurtured its evolution

Abstract

After a life of diverse professional activities, including earning a doctor of philosophy degree and editing the *Journal of Space Philosophy*, Bob Krone decides to describe the origins and evolution of his own values and philosophy.

Keywords: values, learning, self-examination, teaching, leadership, academics, systems, space, philosophy, humanity.

Introduction

Michel Montaigne (1533-1592) is credited with inventing the essay form with his classic work *Essais* (1st Edition, 1580). He lived and reworked his essays in a French rural retreat after being the Mayor of Bordeaux from 1581-1585. Since then, essays have traditionally been short statements feeling their way towards expression of what needs a far wider space to exhaust. Using the Montaigne essay style here, I have not provided specific references for statements throughout this article. Interested readers can find my complete resume/curriculum vitae at www.bobkrone.com/node/103.

Every human being has a personal life philosophy. It was formed by a complex lifetime mix of genetics, environment, and learning over time. A small percentage of humans have explicitly documented their own philosophy as an analysis of their own value systems, or to understand the values, sources, and influences on their beliefs over time. My definition of *values* – created during my doctoral studies at UCLA – is “Values are principles or things preferred.” That is different from the economic definition of value, which is usually oriented toward quantitative worth. Philosophy and values are not synonymous, but have many commonalities. Philosophy is oriented toward total life meaning, while values form the components of that totality.

Most people’s personal philosophy is created and evolves from experiences and just living, not from conscious reflection and design. Is that not the best way to develop philosophy? For some, it may be. But the belief I bring to this article is that individual, family, group, organization, agency, business, society, national, international, and human existence would improve with wiser and more explicit self-examination of values and philosophy. There is value in knowing answers to the questions: *What do I believe?* and *How should my beliefs impact my behavior?*

Dr. Paul R. Cone was my mentor for two university faculty appointments – the University of Southern California in 1975 and La Sierra University, Riverside, California in 1992. Paul was a wise, compassionate, and brilliant leader in both academics and business. One of the many lessons I learned from Paul Cone he had condensed into

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important to all educational systems Given the worldwide increase in students entering higher education and the endless need for effective writing across disciplines and nations the insights offered here and the call for further studies are especially welcome and timely Theory of Knowledge for the IB Diploma Richard van de Lagemaat,2014-11-20 Written by experienced practitioners this resource for Theory of Knowledge for the IB Diploma offers comprehensive coverage of and support for the new subject guide This edition of Theory of Knowledge for the IB Diploma is fully revised for first examination in September 2015 The coursebook is a comprehensive original and accessible approach to Theory of Knowledge which covers all aspects of the revised subject guide A fresh design ensures the content is accessible and user friendly and there is detailed guidance on how to approach the TOK essay and presentation This edition supports the stronger emphasis on the distinction between personal and shared knowledge and the new areas of knowledge religion and indigenous knowledge

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for the reintegration of philosophical thinking in teacher preparation and development Touching on key points in history this valuable collection of chapters accurately appraises the global decline of philosophy of education in teacher education programs and seeks to understand the external and endemic causes of changed attitudes towards a discipline which was once assigned such a central place in teacher education Chapters illustrate how a grounding in the theoretical and ethical dimensions of teaching learning and education systems contribute in meaningful ways to being a good teacher and trace the consequences of a decline in philosophy on individuals professional development and on the evolution of the teaching profession more broadly With this in mind the text focusses on the future of teacher education and considers how we can ensure that philosophy of education feeds into the excellence of teaching today This book will be of great interest to graduate postgraduate students as well as research scholars in the field of educational philosophy and history of education In addition it will be useful for those involved in teacher education and in particular course module and program development

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