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Abstract: In this paper, we will explore how Albert Camus has much to offer philosophers of education. Although a number of educationalists have attempted to explicate the educational implications of Camus' literary works, these analyses have not attempted to extrapolate pedagogical guidelines towards developing an educational framework for children's philosophical practice in the way Matthew Lipman did from John Dewey's philosophy of education, which informed his philosophy for children curriculum and pedagogy. We focus on the phenomenology of inquiry; that is, inquiry that begins with genuinely felt doubt, pointing to a problematic to which the inquirer seeks a solution or resolution. We argue that the central purpose of education is to develop lucid individuals. To this end, we concentrate on Dewey and the pragmatist tradition, starting from Peirce, leading to Lipman's development of Dewey's educational guidelines into classroom practice. We show where Camus and the pragmatists are congruent in their thinking, insofar as they can inform the educative process of the community of inquiry. What we conclude is that the role of the teacher is to develop lucid individuals facilitated in a classroom that is transformed into a community of inquiry embedded in contemporary historical moments.
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