

**Reasonable Children, Reasonable Citizens:
The Contributions of Philosophy for Children to
Post-apartheid South Africa**

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ABSTRACT The following questions are addressed in this concept paper: (a) What kind of citizenship education, if any, should schools in liberal societies promote? and (b) What ends is such education supposed to serve? A transformation agenda of an emerging democratic society such as South Africa should be informed by an education system that fosters democratic ideals. Schools are primarily instituted with the central goal of producing educated persons in general and persons who are as knowledgeable as they are reasonable in particular. But can we educate for reasonableness without educating for thinking? We present in this paper a theoretical-philosophical exposé of Philosophy for Children by attempting to advance a convincing interpretation of reasonableness in the context of South Africa. We argue a case for doing philosophy with children as this promotes the virtues of striving for objectivity, accepting fallibility, judiciousness and maintaining a pragmatic attitude which are critical for a reasonable person.