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**Educational Thought in the Writings of St. Beman (1930-1986 Ad):  
A Critical Analytic Study**

**A Thesis Submitted for Fulfillment of Doctor of  
Philosophy Degree in Education  
(Foundations of Education)**

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**2023**

## **Abstract**

**Study objectives:** The study aims to recognize the political, economic, social, cultural and educational context and its influence on St. Beman's thought, to find out the educational dimensions of his philosophy, to extrapolate the most important educational issues that dominated his thought and how they were handled by him, and to set directives for educational policy in the light of St. Beman's thought.

**Study Methodology:** The researcher uses the descriptive approach as the main approach on which the study is based. The researcher did not just describe or collect information about St. Beman, but also she extrapolated his ideas and opinions. Then, the researcher has organized, analyzed, and criticized them, explaining their educational significance.

**Results:**The study concluded several results as follows:

- St. Beman's connection to reality was not just a presentation and portrayal of it, but rather he dealt with it with a critical vision. The criteria for his criticism were in order to revive the national heritage in all its philosophical, scientific, religious and artistic aspects, preserve the identity of society, correct concepts, correct wrong behaviors and bad habits, and reform the value system.

St. Beman acknowledged the significance of the interconnectedness between religion and science. He is a thinker who combined the Bible commandments with science, represented in philosophy, education, psychology and sociology. His writings also reflect an enlightened thought characterized by originality with a progressive vision and a quest for development. This appears through his handling of all aspects of human life. He was a good example in his respect for the human as a whole, addressing man's cultural, scientific and educational dimensions. He was distinguished by foresight and accurate comprehensive planning. He predicted the various problems that might face him, and worked on developing plans to confront them in different ways to advance the educational process, whether within the family members, the church or community.