

Naturalism & Education

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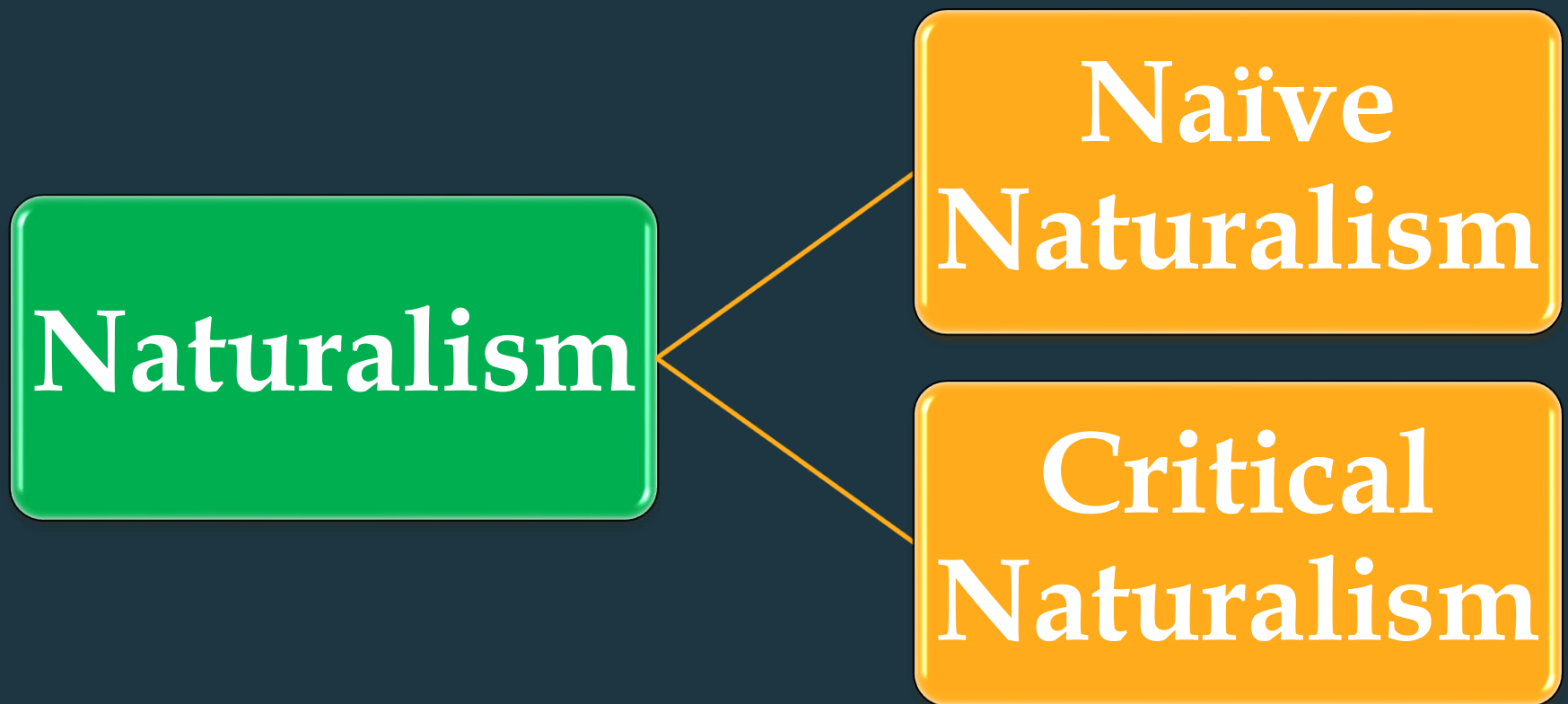
Introduction

- ❑ Naturalism is considered as the old philosophy of the western world.
- ❑ It is the philosophy which asserts that the natural world of objects and events in space and time is all that is real and it is self-existent and self-explanatory.
- ❑ It claims that the realities of the world can be understood in scientific terms without recourse to spiritual or supernatural explanations.
- ❑ Physical Nature is the center about which the universe revolves; it is the great reality; Its laws are absolute that controls the life of man.

Chief Exponents

- ❑ Thales (624 - 550 BC) – Greece
- ❑ Anaximander (611 - 547 BC) – Greece
- ❑ Anaximenes (588 - 524 BC) – Greece
- ❑ Leucippus (Exact Period Not Known) – Greece
- ❑ Democritus (460 – 370 BC) – Greece
- ❑ Epicurus (341 – 270 BC) – Greece
- ❑ Titus Lucretius (96 – 55 BC) – Greece
- ❑ Thomas Hobbes (1588 – 679 AD) – England
- ❑ Jean Jacques Rousseau (1712-1778 AD) –France
- ❑ Auguste Comte (1789 - 1851) - France
- ❑ Herbert Spencer (1820 – 1903 AD) - England

Kinds of Naturalism



Metaphysics

□ Naïve Naturalism:

1. **Materialism:** Ultimate reality is of matter. Reality is comprised of bodies moving in space. (Atomists, Thomas Hobbes)
2. **Energism:** Ultimate reality is of force or energy. (Herbert Spencer).

□ Critical Naturalism:

1. **Positivism:** Reality is a form, an interrelated structure or a system of laws, events and relationships, and in which substance either as matter or energy is not an abiding element. (Auguste Comte)
2. **Nature as a process:** Nature is neither “substance” nor a “system” or “form” but a process.

Metaphysics- Common Views

- ❑ Ultimate reality is of External Nature only.
- ❑ All things come out of this Nature and ultimately disappear in Nature.
- ❑ Man is also a product of the Nature.
- ❑ Present life is the real life, There is no other world beyond this world neither any life beyond this.
- ❑ God, Soul, Mind, the Heaven and the Hell, in fact all supernatural entities are illusion.
- ❑ All examples of abnormal functioning are accidents of Nature not the influence of any supernatural force

Metaphysical Views of Rousseau

□ God and the Physical Universe:

1. God exists and the entire physical universe moves according to laws which express His Will.
2. The body which every human being possesses is governed by law as much as is any other.

□ God and the Moral Universe:

1. The moral law expresses itself in our acts of will. Will is the ability to choose between desires.
2. Moral law which governs the free acts of the soul is sanctioned by God's Will

Rousseau's Conception of Man

- ❑ Human being is combination of Soul and Body.
- ❑ Soul possesses five capacities; Senses, Feelings, Desires, Will and Reason.
- ❑ The capacity of Sense includes 5 senses and a 6th sense which he called "Common Sense" or "Reasoning of the senses" which forms Ideas.
- ❑ "Will" is the capacity to choose between desires which arise due to pleasant or painful sensations.
- ❑ Reason enables the Will to make an informed selection of goals, is intimately connected with language and has two capacities; sense reasoning and intellectual reasoning.

Emergence of Capacities

1. Infancy (Birth-02 Years) – Feelings dominate
2. Boyhood (02-12 Years) – Senses dominate
3. Preadolescence (12-15 Years) – Reason dominate
4. Adolescence (15-20 Years) – Desires, Emotion and Morality dominates
5. Maturity (20-25 Years) – Will dominates

Epistemology

□ Ancient Naturalists:

1. Sensation or sense perceptual experience is the only source of knowledge. (Ancient Naïve Naturalists)
2. Reason is the chief source of knowledge, however it is not independent of the sense perception. (Later Naïve Naturalists specially Atomists).

□ Modern Naturalists (Naïve or Critical):

1. Science and scientific method is the only genuine source of knowledge.
2. They believe that primary source of all knowledge is the experience of the senses but say that generalization from sense data must be derived inductively from Observation & Experiments i.e. Scientific Method.

Epistemological Views of Rousseau

1. Believes in Empiricism; Observation, Experiments, Generalization, Reasoning or Inference.
2. Inner Light; Faith, Dictate of One's heart.
3. Utility; To satisfy our non-intellectual needs.

Axiology

- ❑ Nature alone is the source of all values.
- ❑ There are no absolute values or transcendental norms, known to us in non-empirical ways.
- ❑ All values and norms are in some sense a function of human attitude, interests, needs, satisfactions, individual or social or at least of natural processes.
- ❑ The best way of realizing naturalistic value is harmonizing of life as closely as possible with the rhythm of the Nature.

Axiology- Cond.

- ❑ Ethical philosophy is Hedonistic as 'Pleasure' is regarded as the "Summum Bonum" of life.
- ❑ Hedonism has its social frame of reference in naturalism which is called as Utilitarianism.
- ❑ Evils are the qualities and events of the natural order, not the work of some supernatural or evil force.
- ❑ Evils are of two kinds; Physical & Moral
- ❑ Nature is the locale of beauty and Art is the beautiful reflection of Nature.
- ❑ In the social philosophy, the naturalists are Individualist i.e. they believe in Individualism and disapprove socialism and imperialism.

Axiological Views of Rousseau

- ❑ Good life is one of happiness that is accompanied by inner peace.
- ❑ Inner peace is the state of equilibrium between desires and power to satisfy them.
- ❑ There may be three goals of desire; general will, corporate will, and particular will.
- ❑ One should prefer the quietude of the simple life lived close to nature in order to realize happiness.

Concept of Education

Education is the process of the wholesome growth and development of an individual according to his nature which brings him nearer to the perfection of his nature and enables him to adjust in his physical and social environment effectively.

Rousseau's Conception of Education

- We receive education from 3-sources:
- **Nature:** Internal development of faculties & organs i.e. education is growth – Individual development
- **Men:** The use which we learn to make of this development i.e. education is modification of behaviour by men to social ends – Social awareness
- **Things:** Personal experiences from the objects that affect us (Influence of the Physical environment) i.e. Adjustment to environment.

Gist of the Rousseau's Conception of Education

- ❑ Education is growth – Individual development under social conditions which is the result of the operation of three factors; inheritance, environment and function.
- ❑ “He who knows how best to support the good and the evil of this life, is, in my opinion the best educated” (Emile).

Aims of Naturalistic Education

- ❑ “Self Expression” is the ultimate goal of education.
- ❑ “To prepare an individual for complete living” is also considered by naturalists as the general and ultimate aim of education.
- ❑ Development of the capacities to adjust in the physical and social environment.
- ❑ Scientific Training is considered as the essence of educational ideals.

Rousseau's Aims of Education

1. Achieving peace with oneself i.e. harmony between desires and power to satisfy them.
2. Complete Living Aim; "To live is the trade I wish to teach him" (Emile)
3. Self Preservation
4. Moral Development
5. Achievement of Economic Efficiency or Vocational efficiency
6. Development of Social Efficiency
7. Recreational Aim

Curriculum of Naturalistic Education

- ❑ Activity centred, Experience centred, Concrete , Utility based
- ❑ Natural Sciences dominate in the Naturalistic Education
- ❑ Social Sciences acquires second place
- ❑ Literature, the Classics, Art, Religion i.e. all the tradition esteems as humanistic culture are nearly discarded.

Rousseau's Curriculum

- 1. Infancy Period (Birth- 02 Years) – Feelings dominate**
 - Physical development & Training of emotions
 - Maximize pleasure and minimize pain
 - Mother's care is necessary; not rely on servants, avoid wet nurse.
 - Loose garments for healthy bodily growth
 - Allow to move freely
 - Play with natural objects
 - Use simple language with him or her
 - No habit formation; it prevents the pain of disappointment
 - No formal education

Rousseau's Curriculum- Contd.

2. Boyhood (02-12 Years) - Senses dominates

- Training of the senses
- Education by father if not possible then a tutor for whole life.
- Physical fitness; Games like Swimming, Leaping, jumping, Gymnastic Activities
- Drawing, Geometrical Construction, Poetry Reading, Music Playing, Direct Observation of the environment.
- No explicit teaching of any Language especially a foreign language
- No formal education, no formal Training, No Book learning, No moral teaching, protect from error and vices of society; Negative Education.
- Only teach how to read and write.

Rousseau's Curriculum- Contd.

3. Preadolescence (12-15 Years) – Reason dominates

- Exercise of the power of reasoning
- Do not teach them many things, adopt utilitarian approach.
- Teach Natural Environment, Geography, Geometry, Astronomy, Economy & Social Institution and a Vocation of Choice.
- No Book; All these by direct Observation and Exercise of Intellectual Reasoning.
- Only book “Robinson Crusoe” by Daniel Defoe.
- Order to follow in instruction is association and suggestion.
- Never infuse competition, he should compete for excellence in learning, rival his own past record.

Rousseau's Curriculum- Contd.

4. Adolescence (15-20 Years) – Desire, Emotions & Morality dominates

- Give Moral Education, Sex Education, Religious Education, Ancient History & Biographies, Literature, Grammar, Poetry, Drama, Field Trips.
- Teaching of Religion not through Theology- Natural
- Habits of high conduct should be developed by Social Service, Hunting & Farming.
- Avoid sex activity; this ensures Physical and Mental Health.
- Aesthetics by observing Beauty & design of nature.
- Procedure: Discussion Method .

Rousseau's Curriculum- Contd.

5. Adulthood or Maturity (20 -25 Years) – Will dominates

- Teach Political Science; Nature of Government, Rights & Duties of the citizens.
- Learn to distinguish between the General, the Corporate and the Particular Will.
- Trade; Prefer Agriculture, Avoid Business, Finance, Civil Service, the Army.

Rousseau's Curriculum for Women

1. **Ideal Women:** Modest, gentle, patient, submissive, soft & sweet spoken, amiable, Chaste, charitable in her thoughts and words, obedient, industrious etc.
2. **Physical Training** to develop Physical Charm & to produce Healthy Children.
3. **Sewing, Embroidery and Lace work** in order to please others through dress.
4. **Singing, Dancing, Ethics and Religion.**
5. **No Philosophy, Sciences or Arts.**

Naturalism & the Teaching Learning Process

- ❑ Central position is acquired by the learner; Child-centered or Paedocentric Education.
- ❑ Study child's nature and provide opportunities for his perfect development in terms of his natural inclinations and ever developing curiosities as evident at each stage of development.
- ❑ Advocates Learning by doing, Learning by Observation & experiences, Learning by Play etc.
- ❑ Teacher's role is like that of friend, philosopher & guide.

Method of Teaching in Naturalistic Education

- ❑ Strongly criticize Lecture Method
- ❑ Experimental- Empirical- Heuristic Method; focus on method of acquiring knowledge
- ❑ Other methods in congruence with naturalistic principles are Observation Method, Play-way Method, Dalton Plan, Montessori Method etc.

Discipline in Naturalistic Education

- ❑ Original nature of the child is good- one should trust that the natural choices he makes will be good.
- ❑ Discipline by Natural Consequences; “Punishment never be inflicted on children as a punishment, but it ought always to come to them as the natural consequences of their bad acts”.

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Thank You