



ROUSSEAU AND HIS EDUCATIONAL PHILOSOPHY

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Abstract

*In this article, an attempt has been to focus on Rousseau and his educational philosophy. Rousseau is called the father of modern educational theory and practice. After long experiences and struggle of life, he became a successful writer, in the age of 38 years. At Geneva, he had simple, happy and pure life. He emerged as a revolutionary philosopher. His philosophy was based on a reaction against the contemporary social and political set up. He was a philosopher, writer and composer whose political philosophy influenced the France revolution and the development of liberal conservative and socialist theory. He made an important contribution to music as a theorist and a composer. He wrote two major books, *Du contract social*, *principles du droit politique* in April, then *Emile or on education* in May. The books criticized religion and were banned in France and Geneva. He was born in Geneva on June 28, 1712 and in 1778 died in Paris. He remained a vagabond for a long time. His important writings are (1) *progress of the art and sciences* (2) *the origin of inequality Among Men*, (3) *social contract* (4) *Emile or concerning education*. During his life he attempted so many occupations like private tutor, music tutor, composer secretary and dramatist. He became a successful writer at the age of 38. His full name is Jean Jacques Rousseau. He was of dignity of man. He was a naturalist. He said that "civilized man born, lives and dies in a state of slavery"*



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Introduction

Rousseau was a naturalist. His philosophy emerged as a reaction against the contemporary social and political set up. He wrote against artificiality, coercion and cruelty during these times. His philosophy concepts of "Natural state", "Natural man and Natural Civilization". Natural state means that simple framing community or state without evils, corruption and social classes. Natural man means, man is governed and directed by laws of his own nature rather than those of social institutions. "Civilized man born lives and dies in a state of slavery". Rousseau man meddles with them and they become evils. He believed that man would have been happier if he had been allowed to remain in his natural stage. Rousseau has remarked that "leave the child alone. Let him a natural man rather than a civilized man let him have a state of natural rather than artificial surroundings that stunt the proper growth and arrest his natural development, "Natural civilization is free from artificial surroundings and barriers that pollute the goodness of our nature. 'Return to natural' was his method to

cure all troubles. Human nature i.e. his natural heritage is essentially good and it must be given the fullest opportunities for free development. In the social contract he was stated that “man is born free, but everywhere he is in chains”. He believed that children should be educated in nature and according to nature far from the madding crowd. They become corrupt in his towns in which they live with adults. He was champion of dignity of man. He believed in liberty, equality and fraternity.

Rousseau admired the simplicity and purity of nature. He stated that “*God makes all things good ;man meddles with them and they become evil.*” He declared that “*Everything is good as it comes from the hands of the Author of Nature, but everything degenerates in the hands of man*” According to Rousseau there are three meaning of nature. (1) Isolation from society- he wanted that child should be isolated from the society. (2) Innate tendencies of the child- he advocated that innate tendencies are more reliable base for action than the experience gained from society. (3) Contact with Natural environment- He said that natural environment means hills, trees, rivers, plants, woods, animals birds stones and physical forces. He believed that the child should be brought up in natural environment and he will automatically become a natural being.

Curriculum

Rousseau believes that following subjects should be included in curriculum.

- 1 Sciences which deal with nature should be included i.e physics, chemistry, zoology and botany etc
- 2 Mathematics and languages should be included in the curriculum because they are considered tools for understanding science subjects.
- 3 Drawing should be included for free expression of ideas and speech.
- 4 For traditional subjects no place should be given.
- 5 He was in favour of moral training through the theory of natural experience. so he emphasized on moral education.
- 6 He was favoured in liberal education. He advocated that liberal education means free cultivation of all human powers in the interest of perfect individual development.
- 7 Physical and health training should be given to the child i.e. Running, jumping, climbing and swimming. The child must be allowed utmost freedom of movement.
- 8 For the past experiences history and social studies subjects should be included.

9 Agriculture and carpentry subjects should be included for development of sense perception and practical judgement.

Aims of Education

According to Rousseau following aims should of education;

1. To develop individuality.
2. To struggle for survival successfully.
3. To self-expression.
4. To achieve social progress.
5. To secure present and past happiness.
6. To develop Efficiency and perfection of human machine.
7. To secure adjustment with environment.
8. To transformation, synthesis, sublimation or modification of instincts.

Methods of teaching

Rousseau has suggested the following methods for teaching:

- 1 Example is better than perception
- 2 Social knowledge should be imparted through social participation.
- 3 Individual instruction should be given.
- 4 Heuristic method should be applied.
- 5 Direct experience should be given.
- 6 Learning by doing method should be applied.

Discipline

Rousseau has emphasized on the free and natural discipline. He has raised the slogan “ leave the child free” and “ there should be absence of restraint from Emile”. He also advocated that *discipline by natural consequence*. He Remarked “Allow the child to suffer the natural results of his acts. For Example, if the child puts his hand into fire, let him burn his hand and learn by consequences. No punishment should be given to the children for improving his behavior because the child fails to understand the cause of punishment.

Role of Teacher

Rousseau said that teacher should protect the child from mental conflicts, repressions, and mental disorders of all kinds. He believed that teacher should not interfere with the activities of the children. The teacher duty is that he should see that the education of the students is the

free development of their interests and motives. Rousseau has not given the higher place to the teacher.

Women education

He believed that woman should not possess any individuality of her own. She should be regarded as subordinate to the nature of man. He remarked that women were born to govern the men. Rousseau has stated that “*A man seeks to serve women seeks to please, the one knowledge, the other taste*” it is clear from the earlier works of the Rousseau he gave a higher place than men. She should be regarded as subordinate to the nature to man. Rousseau has discussed in his fifth part of Emile about an imaginary girl named sophy, who has to become the ideal wife of Emile. Rousseau has stated that women nature should be modest, gentle, tolerant, sensitive to rebuke, amical, chaste and charitable in her thoughts and words.

Aims of women Education

According to Rousseau aims of education should make her perfect and efficient house wife.

Corriculum

Rousseau believed that literary education does not suit for women. He also stated that “*A woman of culture is the plague of her husband, her children, her family, her servants-everybody*” He said that she should given moral education, religion education, demotic education and physical education.

Discipline in women education

Rousseau was in favour of control and strict discipline in women education. He also said that a woman tries to go beyond limits of demotic life not only makes herself unhappy but her husband also. It means that he did not believe in giving freedom to women. He stated that women should have best qualities like tolerance, gentleness, patience, obedience etc.

Methods of women Education

Rousseau believed that *busy* method is the best method of women education. He also stated that she should have proper rest to body as well as mind.

Major works of Rousseau

1. Dissertation sur la mussique modern,1736
2. Discourse on Arts and Sciences.1750.
3. Narcissus,or the self-Admirer: A comedy.1752
4. Discourse the origin and basic of inequality Among men,1754.

5. Discourse on political Economy,1755.
6. Julie,or the New Heloise,1761.
7. Emile or,on Education,1762.
8. The social contract.1762.
9. Confession of Jean-Jacques Rousseau,1770,published 1782
10. Emile the origin of language,published 1781.
11. Reverier of a solitiary walker incomplete,published ,1782.
12. Dialogue: Rousseau Judge of Rousseau,published 1762.

Philosophical thoughts of Rousseau

1. Patience is bitter, but its fruit is sweet.
2. Child is sleep of reason.
3. Slaves lose everything in their chains, even the desire of escaping from them.
4. Do not judge and you will never be mistaken?
5. Gratitude is a duty which ought to be paid, but which is right to except.
6. Absolute silence leads to sadness.
7. The world of reality has its limits; the world of imagination is boundless.
8. Cultivation and men shape plants by education. we are born weak, we need strength; we are born unprovided, we need aid; we are born stupid, we need judgement. Everything we do not have at our birth and which we need when we are grown is given us by education”
9. What wisdom can you find that is greater than kinds?
10. To write a good love letter you ought to begin without knowing what you mean to say, and finish without knowing what you have written.
11. Man is born free and everywhere he is in shackles.
12. It is very difficult to think nobly when one thinks only of earning a living.
13. The person who has lived the most is not the one with the most years but the one with the richest experiences.
14. I am not amount to much, but at least I am unique.
15. I hate books; they teach us only to talk about what we do not know.
16. Happiness: a good bank account, a good cook and a good digestion.

17. The happiest is he who suffers the least pains: the most miserable, he who enjoys the least pleasure.
18. Nature never deceives us, it is we who deceive ourselves.
19. You are lost if you forget the fruits of earth belong to all and that the earth belongs to one.
20. Falsehood has an infinity of ambitions, but truth has a mode of being.
21. Free people, remember this maxim: we may acquire it is never recovered if it is once lost.
22. Nothing is less in our power than the heart, and far from commanding we are forced to obey it.
23. A feeble body is weakness the mind.
24. He who is the most slow in making a promise is the most faithful in the performance of it.
25. There is not a single ill-doer who could not be turned to some good.
26. All the time is lost which might be better employed.
27. The strongest is never strong enough to be always the master, unless he transforms strength into right, and obedience into duty..
28. We are born weak, we need strength: helpless, we need aid ;foolish, we need reason. All that we lack at birth, all that we need when we come to man's estate, is the gift of education.
29. Adversity is a great teacher, but this teacher makes us pay dearly for its instruction; and often the profit we derive, is not worth the price we paid.
30. Fame is but the breath of the people, and that often is unwholesome.
31. Every man has the right to risk his own life in order to preserve it. Has it ever been said that a man who throws himself out of the window to escape a fire is guilty of suicide?
32. Although modest is natural to man, it is not natural. Modesty only begins with the knowledge of evil.
33. I may not be better than other people, but at least I'm different.
34. Base souls have no faith in great individuals.
35. Whosever blushes are already guilty; true into innocence is ashamed of nothing.

36. Little privations are easily endured when the heart is better treated than the body.

Limitations of Rousseau Educational Philosophy

We have discussed the Rousseau educational philosophy thoroughly and found following limitations;

- 1 He had stressed on negative education.
- 2 There was no higher place given to morality and ideals.
- 3 He had no faith in the goodness and influence of society.
- 4 He had given the faulty theory of discipline i.e. natural consequences.
- 5 He had expressed faulty views concerning women education i.e. literary education will not suit women.

Conclusion

After the deep study of Rousseau and his philosophy, it has found that he was Naturalist. He believed that nature is supreme and there is nothing beyond and behind the nature. He believed in natural consequences. He believed in isolation of individual than society. He was totally against the society. He had laid stress on negative education. He had no place for positive virtues. He believed in free discipline, free personality and free education. He had not given the higher place to the teacher. He was anti of physical punishment. He was the champion of dignity of man. He has stated that man born free, but everywhere he is in chain. He had full faith in natural man, natural civilization and natural state without any corruption, corrupt rulers and social classes. He has stated that God makes all things good man meddles with them and they become evil. He did not like artificiality. His philosophy is totally based on natural things and natural man. He has stated that natural sciences, social sciences, mathematics, craft, physical education, religion, domestic activities and moral education should be included in the curriculum. No doubt, Rousseau contribution in the field of education is admirable. He influenced education in its organizations, aims, curriculum, methods, teacher and discipline. He has stressed on Child interest. He wanted the child-centered education. His written works inspire to readers to self-expression and to write, raised the voice against the cruelty, and corrupted persons. He has given modern theories and practices in education. He has given fundamental principles of education, which have accepted by most of thinkers and educationist. His concept of teaching is warning to the

teachers and educators. He has emphasis on direct experiences, learning by doing, and practical activities.

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