

Jean Jacques Rousseau

Life sketch

- Born in Geneva, Switzerland on June 28, 1712
- His mother died shortly after childbirth
- His father was a poor watchmaker and dance master
- When he was ten his father ran away from Geneva
- He was then raised by his mother's sister
- He stopped traditional schooling at the age of 12
- Was apprenticed to several trades but had no success
- In 1728 he ran away from Geneva and joined the Catholic church
- Later became lover to a wealthy widow who provided for his education in the classics and music

Rousseau's philosophy

- Rousseau was a major philosopher, writer and composer, music of the eighteenth century.
- His political philosophy influenced the French Revolution and the development of modern politics and education thoughts.
- In French Revolution he played a great role. He provided influential radical arguments and more important extraordinary powerful images and phrases, which were widely cited during French Revolution.

Rousseau's praise of nature is a theme that continues throughout his later works as well, the most significant of which include his comprehensive work on the philosophy of education, the *Emile*, and his major work on political philosophy,

- Rousseau wrote this novel to show his beliefs on education.
- It consists of five books and the different stages of learning

The basic philosophy of education that Rousseau advocates in the *Emile*, much like his book thought in the first two discourses, is that the human being is good by nature.

The Emile is a large work, which is divided into five books.

- Rousseau's claim that the goal of education should be to cultivate our natural tendencies.
- Rousseau claims that by our nature, each of us has this natural feeling of love toward ourselves. We naturally look after own protection and interest

Book

1: Infancy: Goodness of men, keep children should be kept from forming bad habits

- Book 2: "The age of Nature": purpose of education, school environment, self motivated learning, discipline and physical education
- Book 3: Pre-adolescence : Intellectual education, geography, science, history and other subjects are learned by desire to learn them
- Book 4: Puberty: social attitudes, and natural religion
- Book 5: Adulthood: love, education of women

(1) ROUSSEAU'S CONCEPT OF EDUCATION

'The noblest work in education is to make a reasoning man, and we expect to train a young child by making him reason! This beginning at the end; this is making an instrument of a result. If children understood how to reason they would not need to be educated.'" Rousseau, Emile.

(2) Rousseau's philosophy of education

It is not concerned with particular techniques of imparting information and concepts, but rather with developing the pupil's character and moral sense, so that he may learn to practice self-mastery and remain virtuous even in the unnatural and imperfect society in which he will have to live. The basic philosophy of education that Rousseau advocates in the Emile, much like his thought in the first two Discourses, is rooted in the notion that human beings are good

by nature. The Emile is a large work, which is divided into five Books, and Book One opens with Rousseau's claim that the goal of education should be to cultivate our natural tendencies. This is not to be confused with Rousseau's praise of the pure state of nature in the Second Discourse. Rousseau is very clear that a return the state of nature once human beings have become civilized is not possible. Therefore, we should not seek to be noble savages in the literal sense, with no language, no social ties, and an underdeveloped faculty of reason. Rather, Rousseau says, someone who has been properly educated will be engaged in society, but relate to his or her fellow citizens in a natural way.

3. ROUSSEAU'S CONTRIBUTION TO EDUCATION

The Educational Theory of Jean Jacques Rousseau Theory of Value:

- The sciences and the arts, while brilliant, are not a genuine expression of fundamental human needs but the result of pride and vanity.
- Man's fundamental first duty is to learn the art of living; man's first duty is to be human.
- Keep harmful influences away from the young child; a child should grow in accordance with his own nature; no early childhood education.
- Goals of education recognize a progressive education that respects that the child has his own special needs as a being that exists in his own right.
- Children should be children before being men".
- Well regulated freedom provides the only valid basis and aim of sound education.
- Necessity is captible with controlled freedom since it lets the human being exercise his powers within the limits prescribed for him by nature.
- Object of education is to make a man, not a soldier, priest etc; improvement of inner self as worth as an end to itself.

Theory of Knowledge

- Knowledge constitutes the ability to reason and use our senses to learn; if we use books in place of nature and our senses it teaches us to believe much and know little.
- The instruments of knowledge are our own body.
- Education should be rooted in man's moral nature.
- Educate to be a man, not one profession; he will be able to do whatever is needed in any situation.
- A lie in society man cherishes as virtues what are really vices, i.e. the lie of politeness

Theory of Human Nature

- Human nature is sacrificed by the demands of the focus on the development of an intellectual culture.
- Human Nature is in constant conflict with expectations of society.
- Virtue confers stability and unity upon the human existence because it subordinates the idle speculation to the active needs of the moral life; it induces strength and vigor

EDUCATIONAL CONTRIBUTION

The greatest work produced by Rousseau is 'Emile'. This work is more a tract upon education under the guise of a story than it is a novel in the true sense of the word novel. The book describes the ideal education which prepares Emile and Sophie for their eventual marriage. The following represents an outline of the vital educational principles found in Emile.

1. BOOK ONE: This book deals with the infancy of the child. The underlying thesis of all Rousseau's writings stresses the natural goodness of man. It is society that corrupts and makes a man evil. Rousseau states that the tutor can only stand by at this period of the child's development, ensuring that the child does not acquire any bad habits. Rousseau condemned the practice of some mothers who sent

their infants to a wet nurse. He believed it was essential for mothers to nurse their own children. This practice is consistent with natural law.

2. BOOK TWO: Rousseau describes the education of the child when the tutor has full responsibility. Some of the major points of this section of the book are:

a. Purpose of Education The tutor prepares the child for no particular social institution. Rather it is necessary to preserve the child from the baleful influence of society. Education must be child-centered. The tutor permits the child to develop his natural capacities. The aim of education is never social. It is always individualistic.

b. The School Emile is educated away from city or town. Living in the country close to nature he should develop into the benevolent, good adult intended by nature. This school does not confine the youth to a classroom. No textbooks are utilized. The child learns by using his senses in direct experience.

c. Problem Centered The tutor could employ no force in his teaching. When the child felt the need to know something, he would be moved to learn. Thus, Emile desired to know reading and writing in order to communicate with Sophie.

d. Character Education The child learns morality by experiencing the consequences of his actions. Children are morally bad only after learning reprehensible behavior from adults. Punishment is never resorted to by the tutor.

e. Physical Education Rousseau stresses the importance of physical activities in order to build a strong body. Emile is given opportunity to engage in swimming, running and athletic sports. His diet and living conditions are rigidly controlled. He lives in Spartan simplicity.

3. BOOK THREE: This section describes the intellectual education of Emile. Again, this education is based upon Emile's own nature. When he is ready to learn and is interested in language, geography, history and science, he will possess the inner direction necessary to learn. This learning would grow out of the child's activities. He will learn languages naturally through the normal conversational activity. Geography begins with the immediate surroundings of the youth and extends to the world through Emile's increased interest. The sense experience by which he observes the motion of the sun leads him to knowledge of astronomy. Knowledge of natural science is achieved through his interest in his own

garden. Rousseau assumes that Emile's motivation leads to the purposive self-discipline necessary to acquire knowledge. Finally Emile is taught the trade of carpentry in order to prepare him for an occupation in life.

4. BOOK FOUR: This section describes the social education and the religious education of Emile. The education of Sophie is considered and the book concludes with the marriage of Emile and Sophie. The following represents some of the major points: a. Social Attitudes Emile is permitted to mingle with people in society at the age of sixteen. He is guided toward the desirable attitudes that lead to self-respect. Emile's earlier education protects him from the corrupting influence of society. b. Natural Religion The revelation and dogma of organized religion are unnecessary for man. The fundamental tenets of any religion affirm the existence of God and the immortality of the soul. These are known through the heart only. It is not only unnecessary, but impossible to reason to these truths. The Savoyard Vicar explains this natural religion, as Emile experiences the sensitive

ROUSSEAU AIMS OF EDUCATION

- Attainment of fullest natural growth leading to balanced, harmonious and useful life.
- Prepares the child to live life.
- To develop well regulated freedom.
- To provide the child with strength to attain well regulated freedom.
- Period of instruction, labor and study.
- Training of heart, to make the child loving, social.
- Religious, moral and social education is recommended.
- Sex instinct is to be sublimated by redirection in work and activity.

CURRICULUM

- Allow the child to wander freely, play-things.
- Greatest freedom of physical movement to learn by own experience, simple diet, light clothing, no instruction of language, history or geography, exercise the body, sense organs and powers i.e. learning to judge, foresee and reason, no need to learn by heart.

Curriculum should be built around curiosity to develop the urge for knowledge, studies to reveal nature, astronomy, science and arts and craft, total intellectual and vocational development.

Training of heart to be social and adapt to the conduct and interest of others, study of society, economics, politics, history and religion is important.

ROUSSEAU'S PRINCIPLE OF TEACHING

The principle of teaching as suggested implicitly by Rousseau reflects his naturalistic philosophy. He lays stress on direct experience of things and on the principle of learning by

9. doing. He says, "teach by doing whenever you can and only fall back on words when doing is out of the question."

Rousseau advocates the adoption of the heuristic attitude which places the child in the position to discover. Do not teach books, they only teach us to talk about things that we know nothing about own experience, not from books "let the child not be taught science, let him discover it". Provide sense training never substitute the symbol for the thing unless it is impossible to show the thing itself. The same principles are to be followed in teaching mathematics, history, geography, social relations and morality. Rousseau. Like a modern educator thinks less of the teacher's own exposition, much more of the learning experience of the pupil.

ROLE OF A TEACHER

Rousseau termed the role of a teacher as:

- Minor place to the teacher.
- Not an instructor but only a guide.
- Responsibility to motivate the child to learn.
- Must understand the nature of the child to be able to control his emotional reactions.
- Not to impose any rules of control.

- Guide properly with perfect freedom.
- The highest function of the teachers consists not so much in imparting knowledge but on stimulating the pupils in their love and pursuit.

ROUSSEAU'S VIEW ON DISCIPLINE

A free atmosphere can enable the child to develop his inborn and innate capacities Nature of the children are essentially good, let them act freely No punishment to the child Discipline by natural consequences.

According to Rousseau, "Children should never receive punishment as such; it should always come as natural consequence of their fault."(15)

He advises the teacher not to intervene in matters of moral guidance as means of disciplining the child.

CONCLUSION

Rousseau has exerted great influence on education in its manifold aspects. Although his main in life was to destroy traditionalism, yet many of the important principles in modern pedagogy can be traced back to him. He asserted that education is a natural process, its function is not to remake the nature of the child by forcing on him the traditional or customary way of thinking and doing. It is a process of development of the natural powers of the pupil, not an acquisition of information alone. He declared that a child is not a miniature adult. His instincts ought to be respected, his personality, individuality should be kept intact. It is due to Rousseau that the need of sense training and physical activities in the earlier development of the child has been recognized in modern systems of education. We are indebted to Rousseau for his emphasis on such principles as 'learning by doing' or 'learning through one's experience and heuristic teaching,'

ANALYSIS OF JEAN JACQUES ROUSSEAU
WORK IN RELATION TO PRESENT ERA

THANK YOU