

# Perennialism

BS Education-III  
Philosophy of Education (EDU-203)



Department of Education  
University of Sargodha

# BS EDUCATION SEMSTER 3 SELF-SUPPORT



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## TOPIC:

- PERENNIALISM(ROOTED IN REALISM)
- AIMS,CURRICULAMS AND EDUCATIONAL IMPLICATIONS
- PROPONENTS: ADLER,BLOOM,HUTCHIN MARITIAN

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# PERENNIALISM

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- It is a traditional educational philosophy. Perennialists believe that the focus of education should be the ideas that have lasted over centuries. They believe the ideas are as relevant and meaningful today as when they were written. They recommend that students learn from reading and analyzing the works by history's finest thinkers and writers.

## AIMS

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- Because human beings are essentially the same, education should be essentially the same for everyone. The function of a citizen may vary from society to society, but the function of man, as a man, is the same in every age and in every society since it results from his nature as a man. “The aim of an educational system ... is to improve man as man. For Perennialists, the aim of education is to ensure that students acquire understandings about the great ideas of Western civilization. These ideas have the potential for solving problems in any era. The focus is to teach ideas that are everlasting, to seek enduring truths which are constant, not changing, as the natural and human worlds at their most essential level, do not change. A Perennialist views nature, human nature, and the underlying principles of existence as constant.



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- The principles of knowledge are enduring. Truth never changes Education should be for the “long-haul,” not for the immediate, contemporary fad. It is not the job of the school to meddle in contemporary problems, social reform, and political action. It is the job of the school to provide an education on the basis of which education, students later after graduation can rationally initiate the efforts for social reform, change, and political action. At least the ultimate aims of educations – are held to be the same for all men in all times and places. But, just what are these aims? They are the development of the intellectual and spiritual capabilities of the individual to their highest level.



# CURRICULUM

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- Focuses on attaining cultural literacy, stressing student's growth in enduring disciplines
- A skilled teacher would keep discussions on topic and correct errors in reasoning, but it would be the class, not the teacher, who would reach the conclusions
- Perennialists believe that reading is to be supplemented with mutual investigation (between the teacher and the student) and minimally directed discussions through the Socratic method in order to develop a historically oriented understanding of concepts

# EDUCATIONAL IMPLICATIONS

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- Belief in the need for a common course of study.
- A minimum of 12 years of study in the fundamental discipline
- Development of the habit of self-discipline, thoughtfulness leading to ethical behavior, and the recognition of the need for lifelong learning.
- Highly structured schools with universal standards for all, performance objectives and evaluation methods that are clear to all.
- A recognition that a common course of studies for all students is necessary to fulfill the promise of citizenship in a democracy.

# PROPONENTS

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- ADLER POINT OF VIEW:

... our political democracy depends upon the reconstruction of our schools. Our schools are not turning out young people prepared for the high office and the duties of citizenship in a democratic republic. Our political institutions cannot thrive, they may not even survive, if we do not produce a greater number of thinking citizens, from whom some states men of the type we had in the 18th century might eventually emerge. We are, indeed, a nation at risk, and nothing but radical reform of our schools can save us from impending disaster...whatever the price...the price we will pay for not doing it will be much greater."





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## **HUTCHIN POINT OF VIEW :**

“...new books have been written that have won their place in the list. Books once thought entitled to belong to it have been superseded; and this process of change will continue as long as men can think and write. It is the task of every generation to reassess the tradition in which it lives, to discard what it cannot use, and to bring into context with the distant and intermediate past the most recent contributions to the Great conversation... the West needs to recapture and reemphasize and bring to bear upon its present problems the wisdom that lies in the works of its greatest thinkers and in the discussion that they have carried on.



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- **BLOOMS POINT OF VIEW**

Allan Bloom feels that recent changes in our curriculum that focus on "cultural relativism", quick fixes and "trivial pursuits" has degrade American education. He feels that we fail to develop critical thinking skills. He feels that a good old liberal Arts education is the answer to this Permanent studies is an example of Perennialism when students read and discuss great works of the past in order to cultivate their intellect. It is considered broad based and a means to cultivate the mind. Ex include reading, Plato, Aristotle, Shakespeare


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- **MARITAIN POINT OF VIEW**

Jacques Maritain is usually considered the most prominent contemporary spokes man of the Perennialists position.. As an educator he has written and taught both in his own country and in the United States. Maritain's position is typical of the Neo-Thomists, with a strong reliance on reason and faith. His writings often deal with education and he has been particularly concerned with reconciling the democratic conception of education and the Perennialists point of view.

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Any  
questions?





Thank You  
For Your Attention

