

VIRTUE

The **core** of P's philosophy

- One of the greatest logician and dialectician of West.
- Source of philosophy:
 - 1) Dialogues
 - 2) Lectures
- Born in a noble **Athenian** family
- Lifetime was an era of great historical importance... witnessed most troubled period of Greek history
- 2 yrs after his birth the great Athenian general Pericles died → and Athens had to face a humiliating defeat in the **Peloponnesian War** [431-404 BC → Athens got defeated to Sparta]
- Before he died, he could see Macedonian military sweeping everything before it
- The most important developments

✓

the defeat of Athens against Sparta
the establishment of tyrannical rule by reactionaries ,

execution of his master (Socrates) by the reactionaries

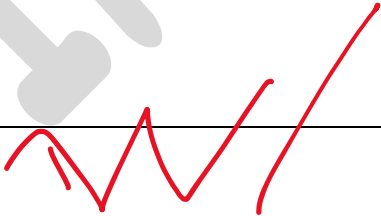
the execution of Socrates particularly filled his heart with scorn for democracy and mobs

Only way out
Rule of Philosopher King

○ left the native state and spent most of the time paying visits to

- | |
|--------|
| Greece |
| Egypt |
| Italy |

returned Athens @ 386 BC and set up an academy,	1st university of ancient world
	<ul style="list-style-type: none"> • Long discourses and discussion @ argumentative nature • Effort was made → to find out the causes of human discontent and political instability
	<ul style="list-style-type: none"> • P's lecture in the Academy @ most valuable expression of his idea @ P's real doctrine • But unfortunately lost • Something 42 dialogues recovered but its authenticity is questionable



Works

The <i>Republic</i> (or <i>Concerning Justice</i>)	The <i>Statesman</i> (or <i>Politics</i>)	The <i>Laws</i>
<ul style="list-style-type: none"> ✓ 40 years ✓ Political idealism ✓ Political + moral ✓ e.g. Philosopher King etc ✓ Consist of 10 books 	<ul style="list-style-type: none"> ✓ 65 years ✓ Political realism ✓ Recognized the need of the law and consent of people ✓ Law-abiding vs law-less states 	<ul style="list-style-type: none"> ✓ 80 years ✓ Political realism ✓ Detailed political analysis ✓ e.g. Popular Assembly, Nocturnal Council etc

Problems of individual and state are also discussed in

‘*Apology*’ and ‘*Crito*’

Influence on Plato

Prevalent situation	<ul style="list-style-type: none"> ➤ protracted struggle of the Athenian people ➤ execution of Socrates → rude shock to P’s faith in democracy ➤ look down upon it as foolish, immoral and inefficient system → to be remedized with Philosopher King
Pythagoras	<ul style="list-style-type: none"> ➤ wisdom is the contemplation of spirit ➤ idea was the chief essence behind all material things & forms

	➤ idea of transmigration of souls (taken from Hindu philosophy)
Heraclitus	➤ life is a continuous change and <u>nothing is permanent in the world</u> ➤ universal law to be noticed in nature
Parmenides	➤ change and motion are illusions of the senses and <u>the reality is eternal</u>
Socrates	➤ accepted 3 doctrines attributed by Socrates viz <ul style="list-style-type: none"> ▪ virtue is knowledge ▪ theory of reality ▪ theory of knowledge <p>“The image of his teacher never faded from his mind and he actually represents the greatest legacy bequeathed by Socrates to mankind”</p>

Republic

Organic view of State

- comprised of 10 books
- starts with the proposition

What is good man and how one can become so?

What is a good state?

Plato's answer

- a good state must have a **Philosopher King**
- **instrument of education** → produces good citizens

- In 'Republic', P starts with ethics → and enters into the domain of politics, sociology, metaphysics, education etc.
 - ↳ During that time → **no rigid division of subjects** was made.
 - ↳ Life of the **Greek city states** → were unified → so **no distinction was made between politics and religion.**
 - ↳ **Use of dialectical methods** and the system of dialogue → also helped P to cover such broad field.

- Organic view of State:

Found **no conflict b/w**

the **end of the states**
and
those of the **individual**

A strong and impartial authority	A good ruler always pursues the good of the community → unmindful of his personal interests
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○ Ideal state → consisted of 3 classes → each performing a special or appointed function.

◆ Each class is important to the respective sphere
 ◆ Ruler @ most important

Class	Made of	Driven by
1) Ruling class	Gold	Reason
2) Military class	Silver	Spirit
3) Economic class	Iron	Appetite

Plato's concept of JUSTICE

□ P started with discussion of various prevailing theories → **after rejecting those, came out with his own.**

1) Traditional theory:

- ✓ proposed by **Cephalus, Polemarchus**
- ✓speaking the truth and paying what was due to gods and men.
- ✓ good to be done to the friends and harm to the enemies.
- ✓considered justice as an art.

Plato's rejection

- Doing good to all and harm to none.
- Doing evil to anybody → inconsistent with the elementary principles of morality

-hard to distinguish between good and bad →appearances are often deceptive.
- Justice can't differ from individual to individual →should have universal application.

2) Radical theory

- ✓ associated with Sophists.....propounded by **Thrasymachus**
- ✓treated justice → as the **interest of the stronger** → as the ruler's interest has been served through rather than people's.
- ✓**injustice is better than justice** → **the unjust man is wiser than the just.**
 -) everybody would scheme to satisfy own interest → so, its proper to be unjust to satisfy all rather than satisfying the ruler alone.

Plato's rejection

- Justice cannot be the interest of the strongerthe govt. is an artaim for the perfection of its subjects / improvement of the governed
- Justice is always better than injustice.....because a just man is wiser, stronger and happier than an unjust man.
- Rejected the EXTREME individualism of the Sophists.
- Two kind of justice can't exist, one for ruler and the other for the subjects.....it should be having universal application.

3) Pragmatic Theory

- ✓ Propounded by **Glaucan**.
- ✓ Justice → **an artificial thing** → **product of social convention**
- ✓ Justice → **the child of the fear** → based on the **necessity of the weak**
- ✓ **No justice in the pre-civil society** → weaker section joined to form the state.....so, something external or an importation.

Plato's rejection

- Rooted in human mind
 - It is itself having an intrinsic virtue
 - It's natural → didn't derive from any convention and arrangement.
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Plato's Justice

Concept:

- Like human mind, the state has three ingredients namely

- Reason
- Spirit
- Appetite

Represented by Ruler, Soldier and Farmer class respectively.

- Justice can be achieved over the **non-interference** to the respective assigned domain of each.
- It works as a **harmonious bond** of the society.
-have made the **whole society into a perfect one.**

Basis:

Based on 3 principles -

- 1) **Functional specialization** → each according to his capacity and merit
- 2) **Non-interference**
- 3) **Harmony**: b/w three classes representing wisdom, courage, temperance

Outcome:

If everyone is devoted to his own duty →

IDEAL STATE

Criticism:

- No legal sanction → based on moral principle
- Possible only in city states.
- 1/3rd of the faculty to be exercised, rest to be abandoned → hardly justified
- Absolute ruling power to Philosopher King → power concentration would lead to degeneration and corruption.
- To restrict the abuse of power → communism of Property and Wives → complete violation of human psychology
- Will give rise to a totalitarian govt → total ignore of humanitarian principles viz. equality, individualism and freedom
- Completely subordinates the individual to the state
- Birth of a class state → special privileges to be enjoyed by the special class.

Virtue

Moral + Physical
development

Plato's theory of EDUCATION

- ❑ Education plays an important role in bringing about unity and harmony in the society.
- ❑ P believed → many evils of the society could be eliminated through proper education and considered it a **spiritual remedy**.
- ❑ “.....an attempt to cure a mental malady by mental medicine” - *Barker*
- ❑ P believed that → Virtue was knowledge → it's the duty of the state to impart that knowledge.....it enables the individual to turn the eye of his soul to the inward reality and truth.
- ❑ All the three classes to be trained properly → to perform their duties efficiently and properly.

Methods

2 types of education

Athenian	Spartan
<ul style="list-style-type: none">♦ In private hands♦ Parents to educate....as they seemed fit	<ul style="list-style-type: none">♦ Fully controlled by state♦ Children separated from parents @ 4 years of age....placed under the care of Percepts
<ul style="list-style-type: none">⌘ P tried to combine the both and made some changes in the higher education⌘ Aimed to promote social welfare and help the individual in realizing the reality.	

Features

- ⌘ **State controlled education**
- ⌘ ..was **against to the scheme of parents provided education** at their discretion
- ⌘ **Woman education**.....no differences in between.....woman should hold public offices
- ⌘ **Education for artisans and peasants**.....no explicit mentioning.....but transformation to the better class possible, suggests implicit mentioning.
- ⌘ **Strict censorship** of all literary and artistic works.....bad moral influence
- ⌘ **Moral and physical development**, both.
- ⌘ **Producing Philosopher King** → FINAL AIM.



Curriculum

Curriculum of Education (0 -35 years)

Two stages

Elementary (0-20 years)

- 1) 0-6 → religion
- 2) 6-18 → music + gymnastics
- 3) 18-20 → compulsory military education

Higher (20-30 + 30-35 years)

- ♦ Entrance exam → science, philosophy, aptitude, geometry
- 1) 20-30 → Math, Astronomy, Logic and other Sciences
- ♦ Entrance exam
- 2) 30-35 → Dialectics

This stage of education was essentially meant to create the Philosopher King

35 -50 years → Philosopher King will rule thereafter
- Resume study for the contemplation of God

Criticism

- No education for peasants and artisans
- Life long process
- Far removed from reality.....academic theorists
- Censorship of art and literature
- No relationship between stages of education
- No training of military, state administration
- ...constantly wavering between the ideal of action and contemplation

Plato's Philosopher King

- Only competent and efficient people → should have the right to govern.
- **Reason of mind + 'virtue is knowledge'**
- Reason of prevailing turmoil → ignorant were ruling over the wise
- Remedy :- wise people to be trained to rule the state.
- “ Until philosophers are kings, or kings and princes of this world have the spirit and power of philosophy, cities will never rest from their evils.”
- Critical of Athenian scheme of choosing ruler @ were selected by **draw of lots**.
 -) Plato's scheme → “in order to become a ruler, a simple lottery will do”.

Features

- **Against DEMOCRATIC SYSTEM**.....govt of ignorants.....favoured govt of **ELITE**.....unlimited power to Philosopher King
- Philosopher King → a lover of wisdom and passionate seeker of truthin a better position to decide the interest of the state
- **Interest** of the Philosopher King and State is **IDENTICAL** → no difference → as they are rational and selfless service
- PKs are the product of comprehensive and rigorous training and education spanned for enough long
- Assigned absolute powers.....**NO WRITTEN CONSTITUTION**.....as they are embodiment of virtue and knowledge, no need of public control over their actions.....there action should be **EXPEDIENT**
- Though assigned absolute power, **FUNDAMENTAL PRINCIPLES should not be ignored.**
 - ⇒ Must keep watch over excessive inflow of property and wealth
 - ⇒ Size of the sate → should be consistent with the unity and self-sufficiency
 - ⇒ Must ensure → the due performance of the assigned duties to citizens.
 - ⇒ **NO CHANGE IN EDUCATION**

CRITICISM

- Would lead to a **tyrannical govt.**.....concentration of power in one place
- Birth of **political robot**
- **Against the notion of equality**
- **Rejection the law as the basis of the state.**
- **Against Democratic value**
- PK → not properly trained → lacked in knowledge of finance, law or military tactics.....lacked in real administrative skill.....'rule of saints'
- **Interest of the PK and the State → same → irrational → would lead to a totalitarian govt**
- **How many would become PR?**
- The concept of PK → outcome of a selfish motive of P → **Philosopher King is Plato himself.**

Plato's Communism of Property and Wives

- Concept of Communism was **not totally unknown to the Greeks** (Athens + Sparta).....state controlled private property + production for common use by the community
- P's theory → building up on → **political + Psychological basis**
- P realizes → its detrimental for the PRs to serve selfless services → **“should they (philosopher rulers) ever acquire homes or lands or moneys of their own, they will become housekeepers and husbandmen instead of guardians,.....”**
- An efficient system of administration → could operate only → if the economic power was absolutely divorced from the political power.
- Barker's view:- Plato starts from practical considerations and in this sense his Communism is the most practical feature of his Ideal State.



Property

✧ Possession would lead to selfish motives and considerations.....undermine the value of virtue

✧ „

“to cure the greed of rulers there is no way short of denying them the right to call anything their own”- Sabine on Plato's idea

✧ Should live in barracks and have meals in common tables

✧ Applicable only for Guardian class

Criticism

Mainly by Aristotle

- ☒ Deprivation of property → against natural instinct of man.....hardly be any incentive to hard work, which is crucial for the progress of society.
- ☒ Communism meant for Guardian classes → majority absent
- ☒ Bound to destroy the sentiment of charity and benevolence
- ☒ Would result in loss of productionbecause, something belonging to all is likely to be neglected.
- ☒ Would be resulted into excessive centralization and state control
- ☒ Real progress of society depends on development of distinct interests by individuals
- ☒ Tried to provide material remedy to the spiritual diseases through Communism.
- ☒ Totally ignored slave

Some says, P abolished slavery in principle.....but its almost incredible that Plato intended to abolish one universal institution without mentioning, highly contended.

Wives

- ✧ Property and the family are **interdependent facts**.
- ✧ Man always gives priority to the interest of his family and children over broader interest of the nation.
- ✧ If the **family** not to be abolished for the PRs, private property would emerge in some other form.....**detrimental for the Ideal State**.

Features

- Only for Guardian class
- **Hoarded wealth and secluded women are likely to detract from the devotion** of Guardian class.....rise to selfishness
- No permanent wedding
- Live together in common barracks
- Temporary mating.....one year...requisite number of children.....
 -) **Men → 25-55 years**
 -) **Women → 20-40 years**
- **Children @ state property**.....not to be known to parents and vice versa.....**state nurses**
- Whole guardian class to be converted into a big family → **same season born as brother and sisters**
- **Weak and disfigured children to be killed**



▪

CoP	CoW
Common renunciation	Common ownership

Reason for CoW

- ⚡ Unity of state.....**family affection is the greatest stumbling block**
- ⚡ Women → deplorable condition in Athens → **talents of the women to be utilized for the benefit of the society**
- ⚡ **Eugenic ground**....better and more intelligent race → best off-spring

A's Criticism

- ☒ Has treated state as merely enlarged version of family → stretched organic conception too far → Fundamental difference b/w state and family.....state is not a unity but plurality.
- ☒ Would lead to social disharmony
- ☒ Children → which belongs to all is nobody's responsibility → dwarfed personalities
- ☒ analogy of animals to human.....state controlled mating
- ☒ Mating → best with best → not possible
- ☒ Majority excluded
- ☒ Institution of marriage, a mechanical process → wrong to treat a family as mere mating agency.

General Criticism

- ☒ Couldn't identify the differences b/w men and women.

-) Women → gentle, sensitive, merciful
-) Men → energetic, strong, intelligent



- ☒ Relationship b/w husband and wife → not mere mating relationship → highly spiritual

- ☒ Serious set back to society → love, charity, generosity, mercy.
- ☒equated men to a mere means to one end.
- ☒ Made women to neglect family life.
- ☒ Family is not a social but also a religious and ethical institution.

The Statesman

- ☞ Admits that the ideal is the model fixed in the heavens and can not be realized in earth.
- ☞ Hostility towards democracy → MISSING
- ☞ Has conceded → the value of democracy based on the rule of law
- ☞ Distinction b/w law-abiding and law-less states...subdivided into three each.

Numbers of persons who exercise power	Law-abiding state	Law-less state
One	Monarchy	Tyranny
Few	Aristocracy	Oligarchy
Many	Good Democracy	Bad Democracy

The Laws

- ☞ **Mature Plato**
- ☞ Division of society
- On the basis of property & land

4 divisions:

- i) Personal property – equal to the value of land
- ii) Personal property – equal to the value of land × 2
- iii) Personal property – equal to the value of land × 3
- iv) Personal property – equal to the value of land × 4

Quota in voting as per property

- ✂ When this limit of personal property is exceeded (i.e. more than land × 4), it becomes a property of **State** and used for public use.
- ✂ Can't keep gold and silver can't lend money on interest (these are for resident aliens)

☞ **New concept of division of labour:**

- ✓ Agriculture exclusively to slaves
- ✓ Trade and industry to resident aliens
- ✓ All political functions to the citizens

☞ **Marriage:**

- ✓ Permanent and monogamous
- ✓ Under strict state's supervision
- ✓ One child...in case none, should adopt
- ✓ Bachelor over 35 years → to be penalized

☞ **Religion:**

- ✓ State controlled
- ✓ Strict punishment for **atheists** → harmful for state

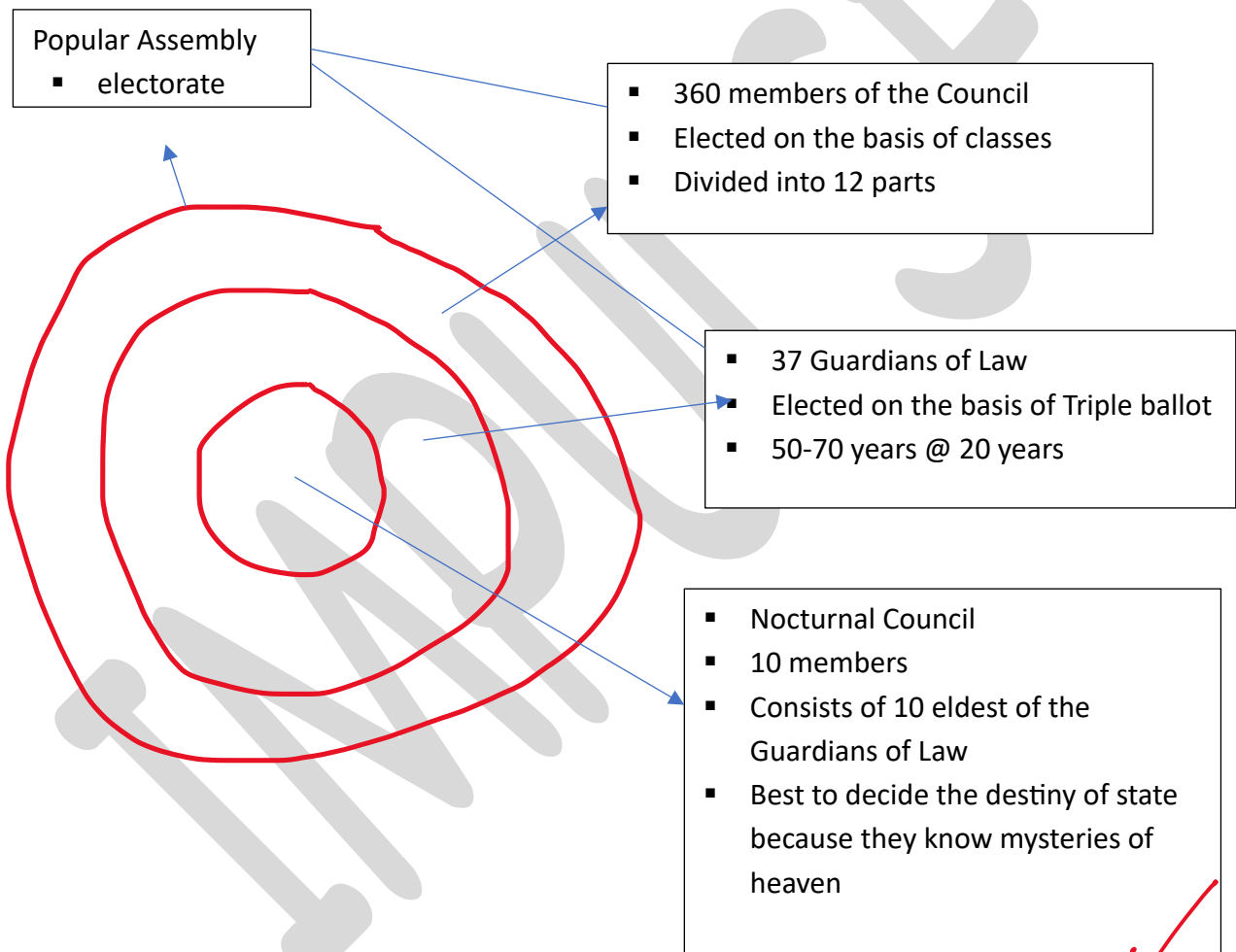
☞ **Education:**

- ✓ Teach **self-control** over virtue
- ✓ Universal education
- ✓ Responsibility in mature hands
 - To be elected from Guardians of law
 - Under overall charge of a Minister, the Chief Magistrate of the city
- ✓ Competitive exams to be conducted
- ✓ **Art and literature → CENSORED**
- ✓ **No co-education after 6 years of age**
- ✓ Scheme of Education

	Primary (0-10 years)	Secondary (10-16 years)
0-3 →	- jump and play according to certain tunes	- literature - music - astronomy



3-6 → - taken to temple and playgrounds...light physical exercise post 6→ - actual physical exercise	- geometry - arithmetic <input type="checkbox"/> military training for defence of state
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✧ Electorate has to undergo military training



Courts		
Voluntary Courts/ Board of Arbitration	Tribal Courts	Court of Selected Judges
Composed of neighbour and friends	Elected by lots	From among the magistrates or Guardians of Law for a period of one year
Would deal in Private Suits		

Plato's Theory of Forms

Beauty, Justice, Goodness

Eternal, Unchanging, Perfect

About

- Plato's Theory of Forms *is a philosophical concept* that **explains the nature of reality.**
- According to this theory, there are two realms of existence:
 - 1) the **world of Forms** and
 - 2) the **world of Appearances.**

<u>The world of Forms</u>	is the realm of eternal, unchanging, and perfect entities,
while <u>the world of Appearances</u>	is the realm of physical objects that we perceive with our senses → flawed reflections of perfect Forms, emphasizing their impermanence and constant change

- Plato believed that the *world of Forms is more real and more important* than the world of appearances because → it is the source of all knowledge, truth, and beauty.

What is Plato's **allegory of the cave** and how does it relate to his Theory of Forms?

- Plato's allegory of the cave is *a metaphorical story* that illustrates the difference between appearance and reality.
 - In the story, prisoners are chained in a cave and can only see shadows on the wall.
 - They **believe that the shadows are the only reality**, *but in fact, they are only appearances.*
 - When one of the prisoners is freed and sees the outside world, he realizes that the **shadows were only a poor imitation of reality.**
 - The allegory of the cave illustrates Plato's Theory of Forms because it shows that the **world of appearances is a poor imitation of the world of Forms.**

- Prisoner
- Cave
- Shadow

symbolizes → **the journey from ignorance to knowledge**, → emphasizing the transition from the world of appearances to the world of Forms.

What are some examples of Forms and how do they relate to the material world?

- Some examples of Forms include beauty, justice, and goodness. But everything else also has, in principle, a corresponding ideal Form.
- **These Forms are eternal and unchanging, and they exist independently of physical objects.**
 - For example, a beautiful flower is only a temporary and imperfect manifestation of the Form of beauty.

✂ **By seeking knowledge of the Forms, we can understand the true nature of reality and avoid being deceived by appearances.**

What is the role of education in Plato's Theory of Forms?

- A crucial means to gain knowledge of the Forms.
- According to Plato, **education should be focused on** the study of mathematics and philosophy, which are the disciplines that can lead us to knowledge of the Forms.
- By studying mathematics and philosophy, one can train mind to understand the eternal and unchanging nature of reality.

Criticism:

☒ **Aristotle**

- ✓ does not adequately explain the relationship between the material world and the world of Forms.
- ✓ Aristotle believed that Forms are not separate entities, but rather are inherent in the objects themselves.

☒ **Parmenides**

- ✓ The very concept of "non-being" is coherent.
- ☒ Lacked of explanatory power → does not adequately explain anything.

Conclusion:

Despite critiques, Plato's Theory of Forms continues to influence metaphysical and epistemological discussions, shaping perspectives on reality and knowledge acquisition.

