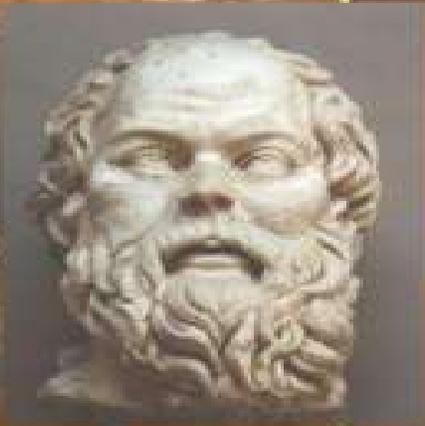




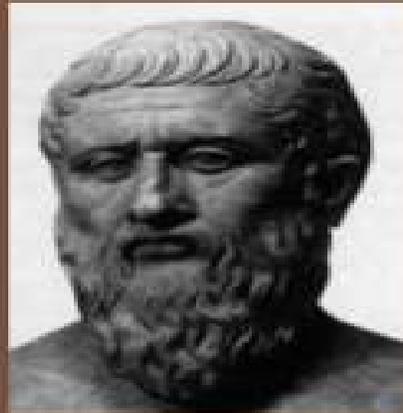
# Plato- Greek political philosopher

- Western Political thought

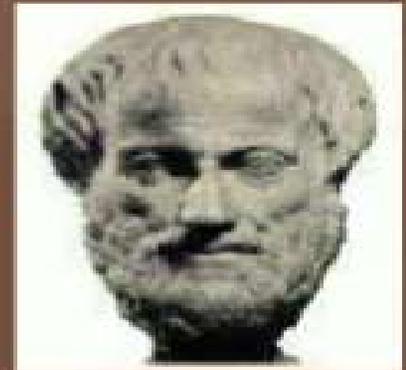
# Who is Plato?



Socrates



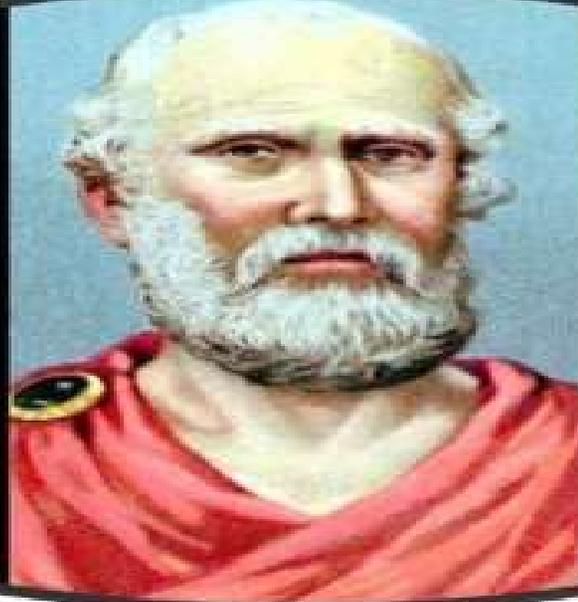
Plato



Aristotle

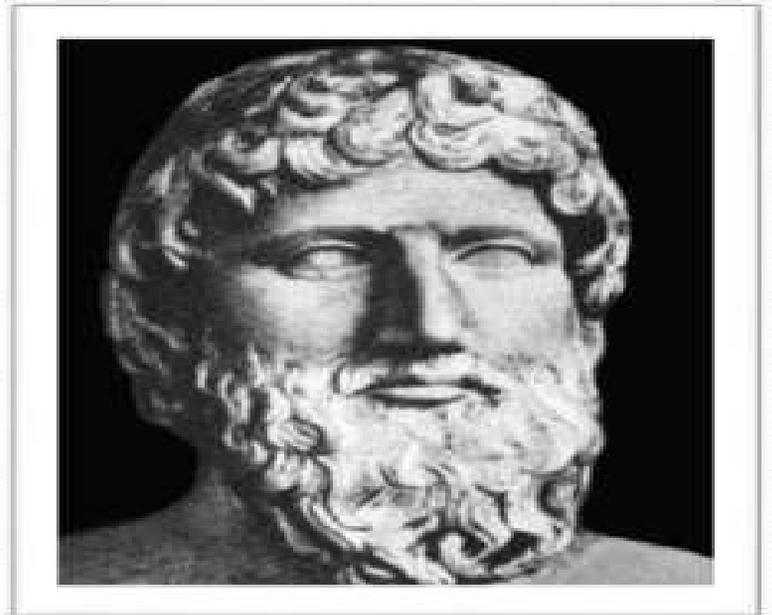
# PLATO

- Classical Greek Philosopher



## Life History

- **Wiseest & true follower of Socrates**
- **Born : 427 BC (Athens)**
- **Died : 347 BC**
- **Founded: Academy**
- **Famous Pupil: Aristotle**



PLATO  
THE  
REPUBLIC



TRANSLATED BY  
H. D. P. LEE

THE PENGUIN  
CLASSICS

\$1.25

THE  
REPUBLIC  
OF  
PLATO

IN TEN BOOKS

TRANSLATED FROM THE GREEK BY  
H. SPENS, DD.

WITH A PREDIGESTED SUMMARY CONTAINING THE PRINCIPAL  
NOTICES OF THE AUTHOR BY THE TRANSLATOR.

LONDON,

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STATIONERS' HALL COURT, LONDON.

# INTRODUCTION

- ◉ Initially, Political Science was called Political Philosophy.
- ◉ Study of philosophy of State i.e. Political Thought is a part of the study of Political Science.
- ◉ Philosophy provides to Political Science knowledge of ideal human behaviour, political values, good and bad in political theory, right and wrong laws, policies and governmental decisions and theory of ideal social-political institutions.
- ◉ Philosophy also studies ideal political behaviour, good political values, ideal political institutions and ideal political conduct. Ideal political reforms and political ideologies Individualism liberalism socialism, communism and others. It is a part of the study of Political Science. Each political ideology is a particular and distinct philosophy of state.

# POLITICAL THOUGHT

- ⦿ Political thought or political philosophy, is the study of questions concerning power, justice, rights, law, and other issues pertaining to governance.
- ⦿ Whereas political science assumes that these concepts are what they are, political thought asks how they have come about and to what effect.

- Plato as a young man studied for 8 years with Socrates
- He came under the influence of Socrates at the age of 20 and was his pupil till his death in 399
- Plato was shocked by the death of Socrates and changed all his plans and turned to a life of philosophy.
- He realized that the politicians and the philosophers were antagonistic and lacked unity of purpose

- He wanted to establish that the good state is the just state In which wisdom ruled.
- He simply wanted to justify Socrates and tried to discover those eternal principles of human conduct which alone could bring happiness to the individual and stability to the state.

# Three formula of his political thought

- 1 individual development could be based on only through community
- 2 political objects never compromise with morality. It means political ends never affect on morality.
- 3 every acts of politicians must be fulfilled definite goals.



## Works:

- Republic - 386BC
- The Statesman - 360BC
- The Laws - 347BC

- 1 The Republic- written by Plato , at the age of 40 yrs, in the form of dialogue, 'concerning Justice'. Thesis of moral subject, political utopian thought
- 2. The Statesman- dialogue form, developed the idea of a ruler.
- 3. The Laws- this is third stage of his political thought. He felt negative experienced, ex. Pelopesian war-ancient Greek war- Sparta vs Athens- impact – thirty tyrants installed in Athens
- He found everywhere corrupt youths mind, city state Gods evil effect etc.

# ***Platonic System of Education***

The object of education  
is to teach us to love  
what is beautiful.

- Plato *The Republic*

## METHOD

- ⊙ THEOLOGICAL: Combination of Inductive & Deductive method (deduces all his political philosophy from certain fundamental assumptions).

# INFLUENCE OF SOCRATES

## Three basic doctrines:

- ⊙ **VIRTUE IS KNOWLEDGE:** terms are identical, no virtue or excellence without knowledge, influenced the entire personality through intellect.
- ⊙ **IDEA IS REAL:** what is real is “the idea of thing: is the perfect, permanent, immutable, self-existent entity which underlines the changing, imperfect and outwardly object of perfection” not “the things itself”... BEAUTY COULD EXIST WITHOUT A BEAUTIFUL THING
- ⊙ **THEORY OF KNOWLEDGE:** two kinds of knowledge i.e. opinion or belief: changeable & shakable from its foundations; real knowledge: real knowledge: permanent, scientific, mathematically true & based on reason.

# FUNDAMENTAL ASSUMPTION

## TRIPARTITE DIVISION OF HUMAN MIND:

- ◉ REASON
- ◉ SPIRIT
- ◉ APPETITE

## CORRESPONDING DIVISION OF SOCIETY

- ◉ THE RULERS
- ◉ THE SOLDIERS
- ◉ THE FARMERS

# Theory of Justice

- The republic which was written in the maturity of platos life has come down to us with a dual title the state or concerning justice .
- its fundamental issue is the discovery of the nature and habitation of justice
- Plato was not at all satisfied with prevailing degenerated condition of Athens of which he was a citizen

- Plato saw two serious flaws which were according to him the cause of this downfall
- 1 ubiquity ignorance masquerading in the guise of knowledge
- 2 critical selfishness of both the rulers as well as the ruled
- The sophists cultivated the spirit of individualism
- they taught that individual was everything and the state was it means for the fulfillment of his desires
- The political selfishness divided Athens into two hostile camps of rich poor, oppressor and oppressed.

# Mission of Platonism

- At the time of the birth of a plato, Athens was facing a political crisis - Democracy will not ruled. limited object that economic gain, social war in Greek and constitutional opposition readily turn into a Jacquerie(vilolent revolution)
- Hence it became the mission of a political philosophy by Plato:
- to rehabilitate strong and impartial authority which should mean not to the rule of the rich over the poor or of the poor over the rich but of something either above or at any rate combining both- according to Barker

- In Athens the class conflict was at its maximum.
- Each class was trying to exercise its own authority
- The principle 'might is right' was generally followed
- The ruling class was a self centred
- They were fulfilling their own purposes
- There Was no consideration of good or bad
- Plato's mind was greatly affected by these prevailing conditions in Athens

- Plato was indebted to Socrates for the latter's master idea that 'virtue is knowledge'
- There could be no virtue without knowledge.
- He spoke in the praise of division of labour.
- Every individual should be assigned to that work for which he is best fitted.
- This was the basis of all the starting point of his theory of justice

- Division of labour and specialization within the state will result that each class will dwell within its boundaries, concentrated upon its own work and there will be no room for class conflict  
Plato's eyes justice was that each should do his own appointed work. It was the real principle of social life

- That's why Republic is also known as a treatise concerning justice
- Its aim was to substitute a true conception of justice for the false views which common error and sophistic teaching had contrived(plan) to spread

- **Meaning of justice**

- To word justice has been derived from the Greek word 'Diakaiosume'.
- It is a wider term than the word justice and Plato to has used this term in a wider sense.
- This word comes very near to morality or righteousness
- If we take justice in the modern the sense of the term we will not be in a position to follow the fundamental principles of platonic justice.
- He justice is closely related to the morality.

## Theory of Cephalous –traditionalism

The first conception of justice to be considered in the Republic is the theory of Cephalous which underlines traditional morality

The exponent of this theory was Cephalous and his son polemarchus

To Cephalous was a good representative of old conventional morality and of the business class

According to him justice seems to lie in 'speaking the truth and paying once debts to gods and men'

- To understand the platonic theory of justice it is necessary to mention the current conceptions of justice and the reasons for which he rejected those views

Polymarchus, faithfully to his father and the traditional of the elders champions the old view of justice in a slightly altered form

That is it consist in the given to each man of what is proper to him.

The word proper used by polymercus leads to the assumption that justice is an art which gives good to friends and evil to enemies

- **Criticism of the theory of Cephalus by**
- Plato This theory of justice has been rejected by Plato on following ground
- first once supposed friends may be friends in appearance but enemies in a reality.
- To do evil to even our enemies is inconsistent with the most elementary conception of morality
- This view takes into account only the relations between two individuals on the individualistic grounds and ignores the social whole which is the *raison d'être* (reason for being) any theory of the justice

- **The theory of Thrasymachus- radicalism**

- He represents the new and critical views of the latter fifth century he looks at justice from the point of view of the unconventional immoralism.
- He does not believe in moral obligation.
- He defines justice as the interest of the stronger in other words might is right a man what to do what he can do and deserves what he can get in all forms of government ,laws are made to suit the interest or to serve the purpose of ruler or rulers
- Second principle is that Injustice is better than justice, the unjust man is a wiser man than just.

- **Criticism by Plato**

- First such concept of justice the interest of the stronger can never be true principle of society .
- society cannot exist under a such on extreme concept of individualism and it will reduce the society to pieces
- 2 Government is an art and hands can never be in the interest of the stronger. All arts are called into existence by defects in the material with which they deal.

The doctor attempts to remove the defects of the body the teacher those of the mind the object of every art is the well being of its material.

According to **Thrasymachus** that a government governs for its own advantage and that injustice is better than justice stands now here because to the former view opposes the socratic concept of government as an art.

Plato argues that everything had its appointed function which cannot be discharged by any other thing

From this of specific function plato turns to that of a virtue or excellence.

# The Theory of Glaucon- Pragmatism

- Acc. To Him, justice is an artificial thing, the product of convention.
- Stating practically the view advocated by modern writers of the school of the social contract.....
- Justice is the child of fear. He said justice springs out of the weakness of the many combined against the strength of the few.
- Glaucon's argument would lead to the following conclusions-
- 1 the state is born not on universal moral principles, but is born of a compact based on mutual
- 2 the state is not a natural org., it is a conventional org.

# Plato's criticism

- 1 Plato denies that justice is conventional and hence something external.
- Acc. To plato justice does not depend for its own origin upon change conventions or for its validity upon external force.
- Justice is the right condition of the human soul, demanded by the very nature of man when seen in the fullness of his environment justice is something internal.
- Such concept of justice held by glaucon, resembles the modern social contract theory of Glucon can be criticized on the same ground of social contract theory.

- According to Plato, justice exists both in the State as well as in the individual.
- According to Plato, justice resides in the ideally constructed community and can be identified with complete virtue, which consists of four virtues, i.e., Wisdom, Courage, Temperance, and Justice.

- Acc. To Sabine-
- Platonic justice is the bond which holds a society together a harmonious union of individuals , each of whom has found his life work in accordance , with his natural fitness and his training
- It is both public and a private virtue because the highest good both of the state and of its members is thereby conserved.

## To Sum Up.....

- Justice in the words of Plato is the “will to concentrate on one’s own sphere of duty and not meddle with sphere of others, and its habitation, therefore is in the heart of every citizen, who does his duty in his appointed place.”
- ‘Virtue befitting the Social order’

<b>Social Class</b>	<b>Dominant Trait</b>	<b>Befitting Virtue</b>
Philosophers King	Knowledge	Wisdom
Soldiers	Emotion	Courage
Traders/producer	Appetite	Temperance

**“THE FUNDAMENTAL ISSUE OF THE REPUBLIC IS THE DISCOVERY OF THE NATURE & HABITATION OF JUSTICE.”**

- ◉ **ADOPTS NEGATIVE APPROACH: WHAT JUSTICE IS NOT?**
- ◉ **REJECTION OF ‘PRIMA FACIE’ THEORIES OF JUSTICE.**
- ◉ **1.....TRADITIONAL THEORY:**

**CAPHALUS :-** ‘Justice lies in speaking the truth & paying your debts’ :

**POLYMARCHUS:-** ‘Giving everyman what is due to him’. “Justice lies in doing good to one’s friends and harm to one’s enemy”

# RADICAL THEORY OF JUSTICE

- ⊙ THRASYMACHUS: “Justice is always the interest of the stronger”. “Injustice is better than justice”.

## **PLATO REFUTES:**

- ⊙ The ruler practices the art of government not in his own interest but to bring about an improvement in the governed.
- ⊙ Justice is always better than injustice. A just man is wiser, stronger and happier than an unjust man for he knows his limitations too.

# THEORY OF PRAGMATISM/ GLAUCON THEORY OF PRAGMATISM

- ◉ Justice is the interest of the weaker.
- ◉ Justice is the product of fear and it based on the necessity of the weaker.

## **PLATO REFUTES:**

- ◉ Interest of the society or state.
- ◉ Obeyed because of inner values.

# COMMON ERRORS IN THREE THEORIES

## *Treated justice as*

- ◉ External
- ◉ Artificial
- ◉ Convention



# PLATONIC THEORY OF JUSTICE

## PRINCIPLES:

- ◉ Non- interference
- ◉ Functional Specialization
- ◉ Harmony

## TYPES:

- ◉ Social
- ◉ Individual

# FEATURES

- ◉ Internal
- ◉ Theory of Specialization
- ◉ Theory of non-interference
- ◉ Theory of harmony & unity
- ◉ Moral
- ◉ Concerned with all the aspects
- ◉ Against Individualism
- ◉ Philosopher King
- ◉ Systematic Education System
- ◉ Types of Communism
- ◉ Based on decentralization of power
- ◉ Equal rights to women

# Characteristics of Plato's theory of justice

- **Social stratification:-**
- Plato's theory of justice is based upon social stratification.
- Plato has indicated a three fold social stratification involving the guardians ,the soldiers and the general peoples such as the artisans farmers, gold maker, craft man etc.
- Justice therefore consist in the fulfillment of duties by all these three classes in the state.

- **Quality of soul:-**

- Justice according to Plato is the quality of the soul
- therefore it does not depend upon any external source of power.
- It is the voice of conscience of man.

- **Functional specialization:-**

- his the theory of justice arrived at a functional special among citizens.
- According to three human tendencies is Plato classified society into three classes.
- The cognitive represents guardians,
- the conative represents soldiers and the effective represents general masses.

- **Philosopher King rules:-**

- According to Plato philosopher king is the wisest person among human beings there for justice is possible in a state where the philosopher King rules.
- In the justice concerning the state all the **citizens should do their duty.** Each of parts of the state should carry on its **own activity.**
- According to Plato justice is the same everywhere it is the universal principle.

- The theory of justice is **not jural** but moral and hence it does not fulfill jural duties.
- According to Plato the establishment of justice requires **freedom for women**.
- He was of the view that women should be given equal rights in the state to participate in all the activities along side with men.
- Plato launched a scheme of **planned education** so that the citizens would be able to realize the justice.

## CRITICISM

- ⦿ Not a juristic definition of justice
- ⦿ Cannot be applied to modern nation states
- ⦿ It develops only 1/3 of individual's personality
- ⦿ Monopoly of power in the hands of one class.
- ⦿ It ignores the essentials of human psychology
- ⦿ It leads to totalitarianism
- ⦿ It is a class state
- ⦿ Theory reduces individual to means

## PLATO'S REPUBLIC IS PRE-EMINENTLY THE FINEST TREATISE ON EDUCATION THAT EVER WAS WRITTEN.

- ⊙ Plato regards education as a means to achieve justice, both individual justice and social justice. ... In this sense, justice means excellence. For the Greeks and Plato, excellence is virtue. According to Socrates, virtue is knowledge.
- ⊙ According to Plato, individual justice can be obtained when each individual develops his or her ability to the fullest.
- ⊙ Education for All  
Plato want every boy and girl educated to it limit.
- ⊙ State Education  
Education should be provided by the state not by parents.

# PLATO'S AIMS OF EDUCATION

- ⦿ The total development of a man, mind body and soul by using every possible mean.
- ⦿ To develop leader among the future rulers.
- ⦿ To develop hard and competent workers.
- ⦿ To produce leaders with military skill among the warriors.
- ⦿ To produce future Civil Servants of the state.

*The highest goal of education, Plato believed,* is the knowledge of Good; to nurture a man to a better human being it is not merely an awareness of particular benefits and pleasures,

- Plato education
- Principles
- First he is a scheme of education AIMS at an **all round development of human personality**
- Second the **curriculum changes** in accordance with the advancement of an individual's age
- Third the state should control education of the individuals
- Fourth scheme of education continuous for the whole of life
- Fifth Plato places much stress on gymnastics and music for physical and mental development of the members of his ideal state

# Aims of Plato's education

- First education in Plato's metaphor results in the turning of the inward eye towards the light. Aim of education is **self realization**
- Education is the attraction towards beautiful things this is the reason of that high place which Plato assigns **to art** and particularly **to music** as means of education
- Third the Plato education is a **lifelong process**. The real education begins from the age of 50 as from that is an individual attains maturity
- education is connected with the **reaction of the soul** on its environment.
- **Barker** says this reaction is spiritual life as much as the reaction of the body on its food is physical life the soul can no more live without food for its activities then can the body and their for so long as the soul lives the need of the education is nutriment.

# Features of Plato's education

- **State controlled compulsory education:-**
- In his plan of education Plato adopts as state control system of compulsory education.
- By education the ruler molds the character of the individuals and cultivate a feeling of unselfishness towards their duties.
- Maintain harmony in various classes and harmonious state

- **Innovation upon Athenian practical's :-**
- a plan for state controlled compulsory education was the most important innovation upon Athenian practice.
- It must be regarded as a running criticism upon the democratic custom of living every man to purchase for his children such education as he fancies or as the market affords

- **Mental and physical development of the individuals:-**
- The aim of platonic education is mental and physical development of individuals that's why he has attached much important to gymnastics and music.
- Is a scheme provided for the body as much as for the soul.
- Plato always thought of a healthy mind in a healthy body.
- Is ideal state is the product of his education

- **Basis of an ideal state:-**

- Is a final goal was to create an ideal state on the basis of justice and their for the element of justice was given a significant place in his scheme of education.
- The division of education into two parts primary and secondary was something very scientific and psychological.

- **Both for men and women:-**

- His educational scheme is meant for both sexes men and women.
- Do in Athens women were educated from education scheme.
- Only men were allowed to receive education

- **Scheme of education is an ideal and philosophical plan:-**
- His scheme only affects the philosophers.
- It is not clear as to whether artisans were included in his plan of education or not
- **Censorship on education:-**
- To maintain a moral standard among the youths
- Plato propounds strict censorship on all literary and artistic works.
- He could not tolerate wrong literature at at any cost.
- He knew the influence of a bad literature.

- In his scheme of education much stress is being laid on a course of dialectics of his real guardians.
- His plan of education is based on the recognition of the fact that soul acts like a living organism.
- The problem of education is to give the soul a proper environment suited to the development of the various elements of soul.

# ORGANIZATION AND CURRICULUM

- ⊙ **Plato curriculum was consist of gymnastic and music, where in gymnastic include physical training and music used in broad term for dram, history, oratory and music in real term, he define different stages for the organization and curriculum;**

- ⊙ **1. Elementary School (6-18 yrs)**

Co-education at elementary level and teach them mathematics, poetry, music and literature till the age of eighteen years.

- ⊙ **2. Military Training (18-20 yrs)**

After elementary education two years of Physical education should be given to them and select best of them for higher education; to prepare for the future guardians of the state.

- ⊙ **3. Higher Education (20-35 yrs)**

Higher education should be given from twenty to thirty-five years of age, he well study the subjects at this stage mathematics, literature and philosophy. Later on he would be opponent at a minor administrative position to get experience for the future more important governing positions.

# WOMEN EDUCATION

- ⦿ Plato also emphasizes on women education, he consider the same kind of education for women. Women should the same physical and educational training; they should know the art of war. The main aim of Plato was that each member of the society should undertake his work and responsibilities.
- ⦿ Plato believed that women are equal to men and that, although some women are physically smaller or weak, some women are physically equal to men therefore those women who are physically strong should be allowed to learn the same skills that men do.
- ⦿ In his book Republic Plato describes how male and female receive the same education and be given the same duties in society as given to the male member. These people are the ones who will be in charge his republic which would be an ideal society, where philosophers are kings. In other words, who know what is good for the people and for the mankind and take their decisions based on that knowledge.

## TEACHING METHODS

- ⦿ Plato recommended play method at elementary level; student should learn by doing. And when he reached the higher level of education, his reason would be trained in the processes of thinking and abstracting.
- ⦿ Plato wants motivation and interest in learning. He is against the use of force in education.  
"Knowledge which is acquired under compulsion obtains no hold on the mind."

# STAGES OF EDUCATION

- ⑥ Plato describes different stages of education in his republic. According to Plato the education of child should be start at the age of seven year and before this stage the child should stay with their mother or elders and learn moral education from them. After the age of six years both girls and boys should be separated and boys should play with boys and girls with girls and they should be taught the use of different arms to both sexes. This stage goes up to the age of seventeen years. During these years they should teach them music and early education. After the age of seventeen years the youth should be brought to battle field to learn real life experiences.
- ⑥ The four stages start at the age of twenty five to thirty years and in this age they get the training of Mathematical calculation and last for another ten years, after the completion the selected one's are admitted in the study of dialect.
- ⑥ During fifth stage they study dialect for another five years and after that, at the sixth stage one is ready to become a ruler and philosopher and the one enter in practical life.

## FEATURES

- ◉ Compulsory and State controlled system of education.
- ◉ Education for men and women.
- ◉ Strict censorship on literature.
- ◉ For mental and physical development.

# Evaluation of plato's philosophy of education

- **Little education for productive classes:-**
- In play to the scheme of education the productive classes is granted only primary education which implies higher education is intended for soldiers and governing classes and the labor class has no need for such an education.
- **No individual differences:-**
- Plato suggested same kind of education to be given to any entire class of people according to uniform curriculum.
- This will lead to creation of only one kind of citizen leading to lack of variety and static monotony.

- **Neglect of literary education:-**
- Plato's curriculum also neglects training in literature by stressing the importance in mathematics
- **Stress on philosophy:-**
- Some people get the impression that plateaus in systems on philosophy is exaggerated and that it could lead to an increase in the number of contemplative individuals at the expense of more practical members.

## CRITICISM

- ◉ No place for both artisans and peasants.
- ◉ Long period of education system.
- ◉ Rigid control over art and literature.
- ◉ Uniformity in education for boys and girls.
- ◉ Undesirable uniformity.

# THEORY OF COMMUNISM

- ⊙ A corollary of his conception of justice. He believed that without communism there would be clash of ideas and interests between reason and appetite. Plato's communism is based on the premise that property, family instincts and private interests would distract man's attention from his obligations to the community.

## BASIS

- ⦿ Family and property are always impediments not only to philosopher king, but also to a commoner in his discharge of duties.
- ⦿ As property and family relationships seemed to be the main source of dissension in the society, Plato stated that neither of them must be given any recognition in an ideal state.
- ⦿ A sort of communism of family and property was essential to offset the consequences of Plato's design of ideal state.

# FORMS/ TYPES

## 1. Communism of Property

## 2. Communism of Family

- ⊙ Plato attempted to create a new social order wherein the ruling class surrendered both family and private property and embraced a system of communism. This practice of communism is only meant for the ruling class and the guardian class.
- ⊙ Plato did not bind this principle on the third class, namely, the artisans. In other words, they were allowed to maintain property and family, but were under strict supervision so that they do not become either too rich or too poor. Though Plato structured the society in this manner, he never made any attempt to work out his plan that ensured such a system to function.

## COMMUNISM OF PROPERTY

- ⦿ The land and its products were in the hands of the farmers. So, only the guardians were deprived of property. Plato deprived them of all valuables such as gold and silver, and were told that the diviner metal is within them, and therefore there is no need for any ornaments as it might pollute the divine thoughts.
- ⦿ The guardians were paid salaries just right enough for their maintenance. They were expected to dine at common tables and live in common barracks, which were always open.

## NO WAY RELATED TO THE MODERN COMMUNISM OR SOCIALISM

- ⦿ There was no mention of socialization of the means of production. Plato's approach was mainly concerned with one factor of production, that is, property that has to be socialized.
- ⦿ was ascetic in character. Plato's communism existed only for the governing class. Therefore, it was political communism and not economic communism.

## COMMUNISM OF FAMILY

- ◉ Deprived the guardian class not only of property, but also a private life or a family because family introduced an element of thine and mine.
- ◉ Family would destroy a sense of cooperation that forms the basis for a state. To destroy family, it is important to destroy selfishness.
- ◉ Plato wanted the rulers of an ideal state not to get distracted from their work and get tempted towards self-interests.

# PLATO'S COMMUNISM VS MODERN COMMUNISM

- ⊗ PRODUCT OF THE CONDITION OF ATHENS.
- ⊗ IN 4<sup>th</sup> CENTURY B.C.
- ⊗ BARKER POINTS OUT IS "HALF COMMUNISM".
- ⊗ MORE POLITICAL IN NATURE.
- ⊗ ARISTOCRATIC
- ⊗ NOT IN PRACTICE

PLATO'S COMMUNISM

- ⊗ OUTCOME OF THE MOST COMPLEX CONDITIONS ARISING DUE TO THE INDUSTRIAL REVOLUTION.
- ⊗ IN 19<sup>th</sup> C.
- ⊗ AFFECTS THE WHOLE POPULATION OF THE STATE.
- ⊗ ECONOMIC IN NATURE.
- ⊗ PROLETARIAT
- ⊗ MORE PRACTICAL.

MODERN COMMUNISM

# PHILOSOPHER KING OR RULE OF PHILOSOPHY

## STARTS WITH 2 ASSUMPTIONS

- ◉ TRIPPLICITY OF HUMAN MIND
- ◉ THE SOCRATIC DICTUM “VIRTUE IS KNOWLEDGE

## PROCESS OF MAKING PHILOSOPHER KING

- ◉ EDUCATION SYSTEM
- ◉ 35 years
- ◉ Up to 50 years
- ◉ After 50, retire and study

# VIRTUES OF PHILOSOPHER KING

- ◉ Lover of Wisdom
- ◉ Follower of truth.
- ◉ Self-Control.
- ◉ Lover of Justice.
- ◉ Calm Nature.
- ◉ Selfless.
- ◉ Good Memory.

## FEATURES OF RULE OF PHILOSOPHY

- ◉ Original Concept.
- ◉ Rule of Elite.
- ◉ Product of long education plan.
- ◉ It is an absolute rule.

## CRITICISM

- ◉ It is Tyrannical.
- ◉ Opposed Democracy.
- ◉ Ignores law.
- ◉ Absolute power may lead to totalitarian dogmas.
- ◉ Utopian Concept.

# IDEAL STATE

## FOUR PILLARS OF THE REPUBLIC

JUSTICE

EDUCATION



COMMUNISM OF  
PROPERTY & FAMILY

PHILOSOPHER KING

- ⦿ Plato's theory of the ideal state is set out in detail in Plato's dialogue, *The Republic*.
- ⦿ In later life, he modified his view in a dialogue called *The Laws*.
- ⦿ *The Republic* is a society ruled by “philosopher kings” who are free of the chains of materialism and illusion about the nature of reality.

# FEATURES

- ⦿ **Plato State is Functional Specialization**
- ⦿ **Plato System of Education**
- ⦿ **Justice in Plato Ideal State**
- ⦿ **Dominance of Philosophy**
- ⦿ **Monarchy is the Best form of Government**
- ⦿ **Communism**
- ⦿ **Ban on Arts & Literature**
- ⦿ **Sexual Equality**
- ⦿ **Citizens of ideal state**
- ⦿ **Children are national property**

# CRITICISM

- ◉ Utopian and impracticable
- ◉ Divides the state
- ◉ Promotes Dictatorship
- ◉ Communism is improper
- ◉ Corruption in the ruling class
- ◉ Education system is defective
- ◉ No individual liberty
- ◉ Poor conditions of masses
- ◉ Totalitarian state
- ◉ Negation of principle of equality

# PLATO'S CONTRIBUTION

- ◉ CONCEPT OF JUSTICE
- ◉ FUNCTIONAL SPECIALIZATION
- ◉ RULE OF WISDOM
- ◉ EMANCIPATION OF WOMEN
- ◉ IMPORTANCE OF EDUCATION

# CONCLUSION

- ⦿ His writings explored justice, beauty and equality, and also contained discussions in aesthetics, political philosophy, theology, cosmology, epistemology and the philosophy of language.
- ⦿ Plato came up with the idea that all physical manifestations of things are imperfect. An ideal form of the thing could never exist in the physical world but it could exist in a higher reality. This concept was extremely influential on medieval religious thinkers who found its literal idealism irresistible. While it still remains an interesting idea to discuss, modern philosophers have long disregarded it as a path to any useful knowledge.