

Educationist Bertrand Russell

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Abstract: Bertrand Russell was born at Trelleck, Wales on May 18, 1872. He was at the same time, a philosopher, mathematician a historian and a literary figure. Russell also wrote many books on different subjects. His book, which become world famous is "Principia Mathematica." Besides this, he also wrote books on education and history. He also won the Nobel Prize in 1950. Russell also agrees that aim of education should be produce good men and good society. Character formation envisages power functioning of four essential elements or qualities. These are: Vitality, Courage, Sensitiveness and Intelligence. The first six years of life are very important regarding the child's future development. For acquisition of knowledge the intellectual abilities are necessary in him Curiosity, Open- mindedness, Faith in acquisition of knowledge, Perseverance, Concentration of attention, Patience and Exactness. The curriculum for boys and girls within 14 years of should consist of all those thinks which everyone must learn. Education should be provided to interests of children. The teacher has to function as a guide. Students should be given sufficient opportunity for independent work. The university has to fulfill two major aims 1) To prepare workers for specialized professions and 2) To advance researches in various areas. Russell highly accepted the concept of discipline of Montessori.

Keywords: Life and works, educational concept, aims and characteristics, methods, university education, discipline.

I. INTRODUCTION

Bertrand Russell, British Philosopher and Mathematician was born at Trelleck, Wales on May 18, 1872. Both parents died before he was four years old and he was brought up by his grandmother, countessa Russell. Russell was publicly and courageously committed himself on controversial issues, more than once this has meant going to prison. Russell was tutored at home until he was eighteen. Then he entered Cambridge. Until this time his life had been rather solitary, but now a new world opened. Russell has expressed vividly on many aspects of our culture – education, history, politics, manners, morals, war and peace. A practical list of his writings includes so many books on Philosophy, Science, Mathematics, Education, Logic. His book, which became world famous is "Principal Mathematica." He won the noble prize for literature in 1950. He died in year 1970, after contributing a lot of the service of mankind.

II. RUSSELL'S PHILOSOPHY

Logic is central in Russell's Philosophy. His own views on many things have undergone changes profoundly in the course of his life, but then changes have all proceeded from successively deeper applications of his logical methods. The credit for introduction of a method for reasoning in symbols goes to whitehead, Russell, Ginseppe and others. Russell has never been stable with the group of realists and neo-realists, though of British thinkers G. E. Moor, Alexander and Russell are regarded as the pioneers of neo-realism, knowledge; according to the realist is always the discovery of something with which the mind is confronted. The mind is therefore, distinct from his object. In the "analysis of mind," Russell tries to reconstruct his theory of mind, in the light of more modern physics, which makes matter less mental. To Russell, the distinction between physical and psychical is not fundamental. Sensation, to him, is as much a natural event as the object sensed. This is known as Neutral Monism. As the

concept of truth, Russell holds that truth lies in its correspondence to reality.

This briefest analysis of his philosophical thought gives us the idea that Russell was always dynamic in his thinking process. He was against all sorts of dogmatic approach to life.

III. RUSSELL'S EDUCATIONAL THEORY

His educational theory is nothing but the off shot of his dynamic, liberal, humanistic, democratic and electric way of thinking. Let us now consider his educational thoughts which have a tremendous impact upon the modern man.

IV. THE CONCEPT OF EDUCATION

To Russell the entire educational process should be joyful free adventure for growing individual who will enthusiastically and endlessly to know the new horizons, explore the new vistas and act and react upon his immediate and socio-cultural environment. Education, to him, should never be an accretion of some readymade bits of knowledge, lying undigested throughout the entire carrier of the concerned. Education for the generations to come, should be democratic, liberal, scientific humanistic and utilitarian, keeping pace with the over changing global society.

V. AIMS OF EDUCATION

Russell could envisage the diverse the diverse needs of society with reference to the man power planning. For all sorts of men, Russell prescribed education of character as well as of intellect, though both are closely intertwined. The aims of education should be directed towards the whole man his body, character and intellect. Russell gives importance to four characteristic that from the basis of one's character. Those are vitality, courage, sensitiveness and intelligence.

VI. VITALITY

Vitality is very important for development of an individual. Good health gives vitality. Vitality depends to a great extent on sound health. Hence one of the aims of education is to form good health. Sound mind is only possible in sound health. Vitality is rather a physical than a mental characteristic; it is presumably always present where there is perfect health. After 45 years of age, one may feel a decrease in his vitality. It creates in whatever occurs and also promotes interest in the outside world; it also promotes the power of hard work. Moreover, it is a safeguard against envy which is the source of all human being.

VII. COURAGE

Russell has warned us against the development of all irrational fears which lead to various mental troubles in later

life. To Russell fear and rage are analogous as the person who feels rage, is not found to possess courage. Russell thinks that to help a child developing courage, the first lesson to be taught is the lesson of self respect with an impersonal out look on life. This will help in developing wide out vivid interest in life and courage. His life doesn't depend upon others views. For a courageous life, free instinct and active intelligence are needed.

VIII. SENSITIVENESS

The third characteristic sensitiveness is a sense, corrective of more courage. Russell observes that sensitiveness breeds emotional appropriateness in courageous behavior. This leads to the development of sympathy which create a softer mind. Courage doesn't mean cruelty, it contains rather the spirit of self sacrifice.

IX. INTELLIGENCE

Intelligence refers to both actual knowledge and receptivity to knowledge, which are closely related. Russell points out that the instinctive foundation of intellectual life curiosity, which should be directed towards genuine love of knowledge. They are must be certain technique for the acquisition of knowledge. Russell stresses upon the habits of observation, belief in the possibility of knowledge patience, industries and open mindedness.

X. STAGES OF DEVELOPMENT

Like all modern thinkers Russell has observe there are certain well marked stages of human development. The stages like, infancy, childhood is of profound importance. Russell observe "happiness in childhood is absolutely necessary to the production of the best type of human beings" he had laid down certain principals for bringing up the child.

XI. PLAY

For the little children Russell like for the modern educators, has stressed upon value of play which provides a free and joyful atmosphere for them, where they can satisfy their instinct of "will to power" play makes them happy and healthy. Play aides to the attainment of muscular strength, development of imagination skill, new aptitudes and cultivation of instinct.

XII. INTELLECTUAL EDUCATION

Russell emphasis's the education of character but he has give great stress upon the training intellect. For this he has formulated certain qualities which, he things are essential to the successful pursuit of knowledge, they may be called intellectual virtues.

XIII. CONCLUSION

A brief analyses of resells educational thought reveals that the modern education should be free from the dogmas prides and prejudices and should have its basis upon the principles of democracy , open minded ness fearless adventure for finding out the rarest pearls of wisdom from the widest ocean of human life. Such and educational system will definitely breed young people “free from fear from and inhibitions and to them the world of knowledge would be free and complete, without dark hidden corners” let us hope for the best to come.

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