

1. Plato's theory of education is the logical result of his conception of justice. Discuss

Plato conceptualised justice, based upon the theory of three classes and three souls, which would lead to an ideal state. For Plato, justice is the fourth virtue in a soul, alongside wisdom, courage and appetite.

In Plato's theory of education, each soul is nurtured and trained through mandatory education, divided into elementary and higher education, with examinations that would identify the natural aptitude of each individual. In the first examination at age 20, those whose dominant virtue is temperance, are dropped from further education and they would become artisan class and engage in money-making activities. Higher education is dedicated to the guardian class. Those who fail the second examination at age 30 would become soldiers, whose dominant virtue is courage and those who succeed would be trained in the idea of good and philosophy and become rulers.

Thus, Plato's conception of justice is architectonic in nature and harmonises each part of the soul to enable an individual to perform work in areas that are naturally suited to their innate nature, which is facilitated by the educational system.

2. Comment: "State is individual writ large" - Plato.

Plato witnessed the moral degradation of Athens due to Sophist training of the youth to grab power, which underlines Plato's belief that the individual activity determines the wellbeing of the state.

For Plato, an ideal state built upon justice, that is, where each individual is engaged in work that was naturally suited to his aptitude, could be achieved through mandatory education. Plato believed, like Socrates, that an ideal state cannot exist if people are not just. A just man follows a just soul. In a just

Soul, each element - reason/wisdom, spirit/courage, appetite/temperance - is at its proper place, enabling the individual to engage in functional specialisation, according to the innate nature of their soul. This facilitates mutual exchange to satisfy each other's needs and thus establish an ideal state.

Thus, for Plato, state is individual writ large. However, he subordinated the individual for the needs of a just state.

3. Comment: "Plato's communism is a supplementary machinery to give effect to and reinforce that spirit which education is to create" - Nettleship

Plato's education system created the guardian class, composed of soldiers and rulers, who should remain indifferent to material pleasures. For this, Plato argued in favour of communism of family and property for the guardian class, which would ensure their loyalty to public office and avoid corruption.

This scheme of communism is supplementary to Plato's education system, under which aptitude examinations filter out artisan class and soldier class from the ruling class. Only the artisan class are allowed to have private property and family, which Plato identifies as the source of corruption. Since the artisan class do not rule, they cannot be corrupt. Additionally, the abolition of private property and family for the guardian class would allow them to engage fully in contemplation of the idea of good. Moreover, Plato's scheme of education and communism are also intertwined such that, it is the philosopher king who regulates the system of sexual union in the interest of the state.

Thus, Plato's communism reinforces the spirit of his education system.

4. Comment: "Western thought, one might say, has been either platonic or anti-platonic but hardly ever non-platonic" - Karl Popper

Karl Popper observed that Plato's thought cannot be ignored in Western thought. Plato's works 'The Republic', 'The Laws' and 'The Statesman' were immensely consequential in a variety of ways.

Plato's methodologies, namely, deductive, dialectical, teleological, analytical and analogy methods came to be used by subsequent political and non-political philosophers. His ideal state, based upon totalitarian premises of an absolute philosopher king, denial of individual choice and subordination

of individual to the state, influenced the origins of modern totalitarianism. His theorisation of equality between men and women, distinction between the world of being/form and the material world, assertion of the importance of true knowledge through the allegory of caves, theory of justice and his education system based upon the division of labour and social classes, and supplemented by communism of family and property find resonance in many political works.

Thus, while one may support or oppose Plato and his thought, Western thought is built on the foundation created by Plato's works.

5. Comment: "Plato was an enemy of the open society" - Karl Popper

Karl Popper, in his book "Open Society and Its Enemies" investigates the origin of modern totalitarianism and finds Plato to be the forerunner of totalitarianism alongside Hegel and Marx, from which Stalinism, Fascism and Nazism has been derived.

Plato, through his schemes of education and communism, subordinated the individual to state interests. He championed closed society, vesting all powers in the hands of the philosopher king, which would be unquestioned and absolute. He divided society into three rigid classes and denied rule of law, elected government and individual freedom that had prevailed in Athens.

Popper finds that Plato, Hegel and Marx shared certain theoretical traditions, which were:

① Essentialism: Rejecting the material world and individual choice,

Plato gave primacy to ideas, which were real. The philosopher king possessed the ultimate reality and truth, and carried absolute power.

② Collectivism: Plato prioritised the state over the individual and denied individual choice.

③ Ahistoricism: Hailing from an aristocratic family, Plato admired monarchy and rejected the then prevailing Athenian democracy.

Thus, Plato's ideal state ruled by the philosopher king could be argued to be totalitarian.

6. Comment: "Statecraft is an ultimate soulcraft" - Plato

For Plato, an ideal state ruled by a philosopher king is based upon the division of labour and his theory of three classes, three souls, which was

practically achieved by his education system.

Plato, followed the Socratic idea that a just state is built upon a just soul, in which each virtue - wisdom, spirit and appetite - is directed by the fourth virtue of justice. The ideal state is based upon an educational system that filters out artisan and soldier class from the ruling class through aptitude examinations that determines the innate nature of each individual, which is linked to the dominant virtue in their soul. The artisan class would be dominated by temperance and would engage in money-making activities, while the soldier class and ruling class would have dominant virtues of courage and wisdom respectively. The three classes would perform their duties under the guidance of the philosopher-king. This functional specialisation based on nature of one's soul is linked to his idea that the state is individual writ large.

Therefore, for Plato, statecraft is the ultimate soulcraft.

7. Comment: "Plato was anti-democratic" - Crossman

Plato rejected the prevailing Athenian democracy, as it had morally declined owing to the Sophists' teaching of the youth on the accumulation of power. He did not favor the democracy in Athens that had executed Socrates.

Plato's ideal state was ruled by a philosopher king, who possessed the ultimate reality and truth, and hence had absolute, unquestionable power. Plato created social hierarchy through his division of labour and social classes, creating the myth of metals to justify it. He denied individual choice, rule of law, elected government, equality and subordinated the individual to the state. The philosopher king would control all spheres of life, including sexual union for state interests. This utopian social engineering negated equality and freedom, which are the basic principles of a democracy.

Thus, Plato was anti-democratic, as for him, it represented the rule of the uninformed and corrupt. His ideal state resembled a totalitarian one.

8. Comment: "Plato was wrong for his time and ours" - Crossman

Plato's ideal state ruled by a philosopher king who possessed absolute power, and denial of individual freedom and equality in favour of state interests, resembled a totalitarian one. Plato's premise in his theorisation of the ideal state was wrong, as contended by Crossman.

Among Plato's misplaced and erroneous assumptions were his poor faith in the common man's intelligence and the discovery of truth without allowing for individual liberty and choice. Through his ideal state, Plato had attacked the fundamental

principles of liberal democracy - equality, liberty, self government, individualism.

Rather than creating a state of rational equals through education, Plato justified a social hierarchy through the "noble lie" of myth of metals and the earth-born, state-regulated education that created three rigid classes and commision of family and property for the guardian class.

Such a utopian scheme that denied individualism was neither suitable for his era and in contemporary times, where freedom of thought and action are not valued only for its contribution to the progress of mankind but in itself.

9. Comment: Knowledge is Virtue - Socrates.

According to Socrates, 'Knowledge is Virtue'. He believed that ignorance and lack of knowledge induces men to undertake wrong actions unknowingly. Plato, in his Allegory of Caves, asserted the importance of true knowledge and the effect of collective ignorance. In this theory, limited light from burning wood in a cave is contrasted with sunlight outside the cave, which allows a former cave dweller to see things clearly, implying the transformation brought about by true knowledge.

Knowledge can bring happiness and enables sound judgment, self development and development of the society. While warning off one of excessive pride on one's knowledge, Socrates says, "I'm the wisest man alive and I know one thing that I know nothing." He urged people to examine existing knowledge and individuals to know themselves. Knowledge drives individuals in the right direction and inculcates ethical conduct, which ensures good life.

In the contemporary world, where knowledge is often acquired for personal growth and profit, we must redirect our efforts to contribute to society.

10. Comment: No man does wrong willingly - Socrates.

Socrates believed that knowledge is virtue. People perform wrong actions unknowingly, due to ignorance and lack of true knowledge.

Plato, in his Allegory of Caves, asserted the importance of true knowledge and the effect of collective ignorance. In this theory, there exists a cave within which light is derived from burning wood, which allows the cave dwellers to see objects in a limited light. However, with the aid of a true guide or philosopher, a cave dweller

reaches the outside of the cave where ~~to~~ he is able to see things clearly under the sunlight, implying the effect of true knowledge. When he returns to his fellow cave dwellers and shares his knowledge, they laugh at him out of ignorance, representing resistance to true knowledge and a desire to stay within the comforting confines of the cave, which reaps ignorance. Moreover, Plato's conception of the philosopher king, who carries ultimate truth, wisdom and prudence, underlines the Socratic belief that true knowledge is virtue and drives one in the right direction.

~~This~~, no man does wrong willingly but unknowingly, out of ignorance.

— If seems you are getting the class and absorbing well.

— Write answer is small paragraph

— write in proper format

— keep writing, keep evolving!

Best wishes.