

**PHILOSOPHICAL INSIGHT INTO PRIMARY EDUCATION
(THE CONTRIBUTION OF LEADING PHILOSOPHERS)**

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INTRODUCTION

In this chapter, attention is focused on philosophical base of primary education with special reference to primary education in Nigeria. The contributions made by leading philosophers toward the development of primary education were also analysed.

Philosophical base of primary education

The foundation of formal education in any society is laid at the primary level. Undoubtedly, the quality of the foundation will strongly determine the quality of the end product. Many nations having realized the centrality of primary education in the development of the individual and the society, gives it a primary focus in the scheme of things.

Education is seen by the developed and some developing nations as the instrument per excellence for ushering in the need socio-economic and political development. This shows that education at any level cannot be effectively understood and pursued outside the philosophy of the people that provide it. Hence it is the philosophy of life of the people which include their needs, interest, values, aspirations and their understanding of the nature of man and the society, and the world at large all embedded in the peoples' philosophy of education

Primary education is the education given to children between the age of 6 – 12 years; it is either terminal for some children or a preparation for entrance into secondary school

Philosophy of primary education is entrenched in the philosophy of life and the national goals of the people that provide it.

In Nigeria for instance, the national goals upon which the philosophy of primary education is based as stated in the national policy on education (1981) revised edition, are the building of:

- a) A free and democratic society
- b) A just and egalitarian society
- c) A united, strong and self- reliant nation
- d) A great and dynamic economy
- e) A land of bright and full of opportunities for all citizens.

The individual is thus to be integrated into a sound and effective citizens with equal opportunities for all children to receive education at the primary and other levels of education.

Adaralegbe (1969, p.22) itemized the three major beliefs of Nigerian society about the role of primary education as:

- 1) The belief in the worth of the individual and the development of all Nigerian children and the development of all Nigerian for each individual's sake, and for the development of the society generally
- 2) The belief in giving each Nigerian child equal educational opportunities so that he can develop his ability
- 3) The belief in a functional type of education that will facilitate living democracy as a way of life, and promote the development of an effective informed Nigerian citizenry

Thus at the primary school level regardless of the country, the aims and objectives of education, the curriculum, teachers' activities, the political and the social tone or the school as well as the administration rests solidly on the nations belief, ideologies or philosophical stands. These philosophical stands according to Akinpelu (1990, p.9ff) includes:

- 1) The metaphysical stand of the society.
This refers to the nature of man, (the child as a biological being, his spiritual make up, the existence of God and His relationship with man) and the society as conceived by people. Hence, the teaching of physical moral and religion education and basing the content of education on the level of maturity of learners and ensuring that the child is prepared to live a happy now and later.
- 2) Awareness of the nature of knowledge itself.
This refers to what that society considers best type of knowledge worth having and how it is acquired. Hence the need to aim at achieving the following at the primary school level:
 - a) The development of scientific attitude of mind that will help the child to subject any known truth to verification.
 - b) The development of ability to think rationally and be able to infer new knowledge from what was known before. Mathematics and other related subjects are good example of these
 - c) The development of a free mind and awakened intellectual curiosity such that encourages the spirit of inquiry and strengthens the will and ability to find answers to questions. Hence the teaching of the integrated science and other related subjects at the primary level.
- 3) A value system or a theory of what the society consider to be most valuable and worth having

- a) Based on the value system of a society, primary schools are designed to cater for the child's spontaneous interest as well as what contributes to his survival and that of the society now and in the future
- b) The child is to be prepared for community development and share responsibility for the survival and attainment of the societal goals
- c) The child is to be exposed to all that will make him possess a democratic outlook and become a patriotic and good citizen. Hence at the primary level, the foundation for effective citizenry is laid in the lives of learners. At this level the child is exposed to the national anthem, pledges, symbols, the history of heroes and heroines as taught in social studies and other related subjects.
- d) For self reliance and functionalism to be ensured in the society, most world nations such as Russia, Japan, America, France, etc. adopted compulsory primary education for all children. Relevant pre-vocational subjects that will be built upon at higher levels of education which will usher in self reliant are also promoted.
- e) Societies are highly mindful of the societal norms, customs and cultural heritage. Hence the exposure of the child to the local language, the foreign language that forms the nation's lingua Franca, the geography of the people, their tradition etc.

Thus primary education is seen as means of helping a child to possess the numeracy, literacy ability together with all experiences that will make him a sound and functional member of the society where he belongs

Contribution of leading philosophers

Several world leading philosophers that saw the need and the national behind the establishment of primary education have expressed their views on virtually every aspect of primary education. Most of their views are deeply rooted in their psychological positions especially on the nature of man and their place within the world. The truth and validity of the ideas proposed by them have been confirmed in the classroom world-wide. Some of these philosophers are: Socrates, Plato, Aristotle, Quintilian, J.J Rousseau, J. Pestalozzi, J. Herbert, John Locke, Erasmus, Froebel, John Dewey, Montessori etc.

Their contributions in term of theories and practice to the progress of primary education are in the following areas:

- 1) Aims and objectives of education.
- 2) The teacher and child's psychology
- 3) Discipline at the primary level.
- 4) The school curriculum
- 5) The place of teachers in education
- 6) Methods of teaching

- 7) Moral and spiritual development of the child
- 8) The home and the school.
- 9) Government involvement in education
- 10) Free and equality of educational opportunity.

SOCRATES (470 – 399 B. C.)

Socrates was a leading Greek philosopher. He was a very courageous and uncompromising upholder of justice; this was responsible for the hostility he experienced from the corrupt government of his days. He lived a very simple and humble life. On primary education, Socrates recommended that:

- 1) The aim of education should be the production of boys and girls who are happy
- 2) Education at this level should lay the foundation for the promotion of virtue and truth which are the main sources of happy life that the child is expected to live
- 3) Education here should expose the child to the norms and values upheld in the society
- 4) Teachers should be virtuous since they are serving as models being copied by the pupils.
- 5) Education given to pupils should be geared towards the discovery of the truth. Hence, the need for gainful involvement of pupils in the classroom activities. Teachers should involve learners in the lesson by using Questioning and discussion methods.
- 6) There should be strict definition of terms or concepts for easy comprehension of topics taught.

PLATO 427 – 347 B. C.

Plato was a Greek philosopher and a disciple of Socrates. He belonged to the school of philosophy called idealism. His books include The Republic and The Law. He was the first philosopher to divide education into stages with primary education coming first. On what should feature at primary level of education, Plato recommended the following:

- 1) That education should be seen as an interaction between the child and society. Hence, the need to expose the child to the values, norms, practices and aspirations of his own society
- 2) Education should lay a solid foundation for the realization of the child's potentialities while his development should be in harmony with the needs of the society. In his book The Republic and the The Law, he stressed that primary education should be for the good of individual child and for the safety of the nation.

- 3) Like Socrates he affirmed that for happiness to be boldly written on the face and be felt in the hearts of the child, the curriculum should be so designed to cater for the development of virtue and truth in the pupils. Moral and religious instructions that would tailor the child's souls in the right direction should be enhanced.
- 4) According to Plato, primary education and the subsequent ones should be made available to all children (boys and girls).
- 5) Since the young stars are the future leaders of the society, Plato noted that primary education and other forms of education should be free and compulsory and be financed and controlled by the government.
- 6) Education should cater for the all round development of the child. Quality education to be pursued under suitable and attractive environment. To him backward children should be made to repeat any class failed.
- 7) For continuity sake, Plato recommended that like mothers who are noted for their nurturing abilities, female teachers should handle teaching at the primary level.
- 8) Based on the nature of pupils, he suggested the use of drilling, imitation and play-way methods for the junior primary classes.

ARISTOTLE 384 – 322 B. C.

Aristotle, like Socrates and Plato was a Greek philosopher. He was born in Stagira Macedonia. He was a disciple of Plato. He wrote books on variety of subjects e.g. logic, metaphysics, ethics, aesthetics, psychology, biology etc. his contributions to primary education are itemized below:

- 1) Having recognised human soul as the main power of rationality and thought and the means by which divine vision is understood, Aristotle stressed the need to lay solid foundation for the development of the soul at the primary level.
- 2) Primary education should lay the foundation for making every children fit for any situation. He noted that children are to be prepared for 'business and war'
- 3) Like his predecessors, virtue which is the only source of happiness should be inculcated into the pupils. The two types of virtues to be stressed are:
 - a) Intellectual virtue – the acquisition of all forms of knowledge.
 - b) Moral virtue – this include courage, justice, justice, honesty, generosity, tolerance, love for self and others etc.
- 4) He advocated for equality of educational opportunities. According to him, education should be made available to all and sundry. Although Nigeria has adopted the universal primary education since 1976, for several reasons many school age children are denied this opportunity.
- 5) The importance of having a good library at the primary and higher levels of education was hammered by Aristotle.
- 6) Aristotle emphasized the impact of repetition of learnt material on retention and on ability to recall such materials when demanded for; which teachers are

to consider in their classroom teaching. He stressed that education should be provided and controlled by the government.

- 7) Since sense perception is the first step in the process of acquiring knowledge, teachers are to make use of the five senses of the child for easy understanding of the lessons taught.

QUITILIAN 35 – 95 A. D.

He was born of Spanish parents but spent most of his life in Rome. His emphasis was on the production of orators. However, he made vital contributions to education acquired at the primary school level.

- 1) Quintilian recommended that best teachers should teach the pupils and that education should be at the pace of learners. Teachers should only have few pupils that they can cope with.
- 2) Teachers should act in loco-parentis. Hence, the need for home atmosphere to prevail at the school. He, therefore, stressed that nature and nurture should cooperate in the educational development of the child at this level.
- 3) Quintilian declared that children should be allowed relaxation to him, when children are denied play, they hate their studies and when the relaxation is not regularized they acquire the habit of idleness and an idle hand is the devil's workshop.
- 4) He stressed the need to stimulate learners to learn through praise and making them feel sorry when rebuked.

However, he frowned against the use of corporal punishment in schools. His remarks on corporal punishment confirms this:

“There is a thing I quite dislike, though authorized by custom, the whipping of children. This mode of chastisement seems to me mean, servile and a gross affront to more advanced years”.

Thus, corporal punishment will not reform the children rather, it will further harden him. Rather than forcing children to learn teachers should adopt psychological means of making them to learn.

- 5) Teachers should stress the art of good speaking especially in the mastery of any language adopted as the medium of expression.
- 6) Qualities expectations of teachers at the primary and other level include: good morals, patience, gentleness, knowing learners individually, being a citadel of knowledge etc.

ERASMUS 1466 – 1536 A. D.

Erasmus was born in Rotterdam to a priest. He wrote and propounded several theories on education for his generation. His books include Adagia, Praise of Folly, The Liberal education of children.

- 1) Primary education according to Erasmus should aim at preparing the child to enjoy life to the fullest. For this reason only trained teacher should be employed to handle the pupils.
- 2) He recognized and recommended conversation as the only means of mastering any language.
- 3) Teachers should use real objects for their lessons and learning should always start from known to unknown. While difficult tasks should be well presented.
- 4) Teachers should use methods that are sound. This should include those that suit pupils' level of maturity and whatever is taught should be based on pupils' areas of interest and capabilities.
- 5) He stressed the need for cooperation among the agents of education (home, church, society) especially in the areas of provision of all the educational facilities.

JOHN AMOS COMENIUS 1592 – 1670 A. D.

He was a clergy man and an educator. He was born in Moravian village near Uhersky Brod.

To him, education at the primary level should aim at the realization of the individual's potentialities.

- 1) Thus, he defined education as complete preparation for life through the study of different types of subjects. Hence he stressed the need to expose the children to all forms of subjects, that will prepare him to live well later in life
- 2) His educational ideas are closely tied to his religious inclination. For instance, he declared that primary education and other forms of education should be the development of the human intellect in order to discover and understand nature so as to submit to God. Hence, the need to direct the minds of pupils on all that would lead to the fear and submission to God and society. The child must not be deficient in any area of knowledge, mental, social, moral, physical, spiritual aspect together with all that would make the child virtuous, wise and pious are to be promoted.
- 3) Comenius would want the teaching of the mother tongue (vernacular) before the foreign languages. Since local the local language is part of the people's culture, it must be well mastered by the child.
- 4) Discrimination in education should be guided against by having common school for all children and equal educational opportunity should be given to children.
- 5) Schools for the pupils are to be located in quiet environment to forestall distraction from passers-by.
 - Like his predecessors, he affirmed the need for the use of real objects and

- That teaching should proceed from simple to complex, and similar topics are to be made known to other situations
- On discipline his idea was in agreement with Quintilian. He frowned against the use of corporal punishment. He stated that no blows should be given for lack of readiness to learn. Rather the teacher should check himself/herself his/her methods, and see if there is any ambiguity in what he/she has taught.
- Like Plato and Quintilian he divided education into stages beginning with pre primary, primary and other levels of education. Primary education, according to him should teach subjects that are relevant to the needs of the child and the society.

JOHN LOCKE 1632 – 1704 A. D.

John Locke was a Briton born into a professional class. He was a philosopher, a theologian, physician and an educator.

- 1) Primary education should aim at producing well-bred young people, honest, courteous, and sincere in attitude.
- 2) He saw primary education as the foundation for the production of men and women that are capable of making wise contribution to the society.
- 3) Since in a state of nature all men are born free and are equal, the need for equal educational opportunities for all children becomes essential.
- 4) Locke emphasized the need for rules and regulations as means of initiating the pupils into true freedom. To him, freedom does not connote liberty to do as one likes but living but living within the allowance of the laws.
- 5) The innocency and plainness of the child's mind and the need to expose him to worthy and positive experience were stressed by Locke. He referred to the child's mind as *tabula rasa* i.e. A plain surface, a blank sheet. Both the home and the school should therefore present the child with teachings and experiences that would not pollute or hamper his development.
- 6) Young pupils should be given the opportunity to play because that is what their nature demands.
- 7) He declared that education given at the primary level must have practical worth. He therefore stated that no good work comes out of a system that is not based on the principles of utility. Hence the need for the consideration of the principles of utility by the curriculum planners
- 8) Habit and reason are to be fully considered in character formation. Teachers should also consider the function of play and interest in the motivation of pupils.
- 9) Education at this level should cater for the development of the child's body and mind. He declared that ' a sound mind in a sound body is a short but full description of a happy life.....'
- 10) Like Quintilian and Comenius he saw corporal punishment as a very unreforming disciplinary measure. To him beating does little good but rather

brings great harm on the child. Corporal punishment is to be used as the last result, when all other corrective means prove abortive. The teachers should love and cater for the pupil's interest

- 11) Education at this level should cultivate the following attributes into the pupils:
- (a) Virtue (b) wisdom (c) breeding (d) learning in that order.

JEAN JACQUES ROUSSEAU 1712 – 1778

Rousseau was born in Geneva in 1712. He lost his mother at birth and was therefore brought up by an aunt and his father who was not mentally balanced. The works of Plato and Locke greatly influenced him. He belonged to the school of Naturalism. He wrote several books but the most relevant to education is EMILE

1. Primary education according to Rousseau is purely a time for laying solid foundation for other forms of education that follow later. Hence, his division of education to stages beginning with pre-primary, primary and other levels of education.
2. Primary education should boys and girls that are virtuous and love their community. He therefore wanted the promotion of citizenship education. To this end, he declared that there are two types of education:
 - a) The individual education
 - b) National education

Since education helps the government to give direction and purpose to its citizens, it should be free and controlled by the government.

3. The teacher is not an instructor but a guide. He should not dominate but prepare the stage for the child to operate. Education should be based on the child's nature and he should be allowed to learn from nature.
4. Learning should be fully of activities. He warned that children should not be forced to learn what is beyond their capability. Real objects are recommended rather than the use of words for the very junior ones.
5. On discipline Rousseau would want pupils to suffer from the natural consequences of the offence committed.
6. He stressed the need for physical exercises for the physical development of the child.
7. Rousseau would want teachers to use discovery and problem solving methods. These will give room for the development of spirit of inquiry and exploration
8. Paying mass attention to learners was discouraged by Rousseau. Teachers are to study the pupils and observe their differences and attend to them in like manner. He therefore recommends child-centered education. Whatever is done by the teacher should be based on the child's level of maturity, interest, needs, aspiration etc.

JOHN HEINRICH PESTALOZZI (1746 – 1827 A. D.)

He was a Swiss educator. He belonged to the schools of naturalism. He lost his father at the age of five; he was brought up his mother who was a devoted housemaid. He was influenced by Rousseau's philosophical and educational ideas. His books include:

- a) Leornard and Getrude
- b) The evening hours of Hermit
- c) How Gestrude teaches her children.

He has this to say on primary education:

1. He stressed that primary education should cater for the all round development of the child. To him, education is the harmonious development of the child's head (intellect), heart (moral aspect) and the hand (physique).
2. Pestalozzi would want home atmosphere to permeate the school activities. Teachers are to act in loco-parentis. Thus helping the child to build self confidence, positive attitudes and relationships with others around him
3. All lessons should be practicalised as much as possible. Pupils should be fully involved in the lesson and teachers should enrich the lesson by using real objects.
4. He affirmed that pupils should not be hurried by parents and teachers into learning what they are not ready for.

Like other naturalists, Pestalozzi wanted primary education to be child centred. Teaching should start from known to unknown and from familiar to remote. He was strongly against the pursuance of purely literary education. Rather pupils should be exposed to pre-vocational subjects such as handicrafts, Home Economic, Agric etc. for economic, intellectual and psychological rewards and as a form of relaxation he would want schools to have farms.

The teacher should see himself as 'gardener' watching over growing beings. Hence, the need to make provisions for necessary conditions that will ensure effective growth of the child.

Like other philosophers, adopting psychological means of curbing indiscipline would help more than the use of corporal punishment

JOHANN FRIEDRICH HERBART 1776 – 1841

He was a German, born in Eldersburg. He was a professor of philosophy and psychology. He belonged to the school of realism and exposure to Pestalozzi's ideas and methods of teaching.

The aim of primary education according to him can be summed up under morality. Since the worth of a man is measured by his character and personality and not by his intellect. He affirmed that education that is devoid of moral uprightness is

no education at all. There is, therefore, the need to cater for the all round development of the child but primary attention should be on the child moral development.

The need to knit the old and new materials taught in the classroom together for easy comprehension of the lesson was stressed by Herbart. He referred to this as a perception mass.

Closely related to apperception mass is the importance of interest. Teachers are to present their lesson in ways that would spur pupils to wanting to absorb what is being taught. Herbart affirmed that interest depends on the subject matter and on its arrangement. Thus, teachers should know what to teach and how to teach it and see teaching as a serious business.

Herbart's formal steps in teaching had been a tremendous help to teachers over the years. For thoroughness and effectiveness in teaching he recommended the following steps to be followed in the course of teaching as follows:

1. PREPARATION STAGE

This refers to the methods or strategies adopted by teachers in preparing the child's mind for the lesson. It could be by recalling the old ideas or previous knowledge acquired as the teacher asks questions on such ideas.

2. PRESENTATION

Teacher makes a logical, sequential and clear presentation of the new topic in a way that will arouse pupils' interest.

3. ASSOCIATION

This involves assimilating and connecting the new knowledge to the previous ones through informal conversation (this exercise is carried out by the child) however, teachers should provide guidance that will make this possible.

4. GENERALIZATION

At this stage, the teacher summarizes the lesson which culminates in concrete and convincing conclusions. General conceptions or principles are formulated to be jotted down by pupils.

5. APPLICATION

The authenticity and the mastery of the material taught are tested by applying it to solve real life or practical problems.

FRIEDRICH FROBEL 1782 – 1852 A. D.

Friedrich Froebel was a German teacher and educational reformer. He was a very religious man and his reflected much in his philosophical and educational ideas. He was influenced by the works of Rousseau and Pestalozzi. His book titled Education of man is very relevant to primary education. The kindergarten is Froebel's invention.

1. According to Froebel, the perfect of man is in the world beyond and God is the origin and source all things. He, therefore, stressed the need to design primary

education curriculum in such a way that the child will be brought closer to God. The teaching of religious and moral education would lead to the acquisition of this belief.

2. Froebel believed that there are an inner principles or law of growth. The child has his own inner mode of growth which naturally usher him into manhood. Primary education should help to unfold those inner potentialities and capabilities of the child. Education at this level to Froebel should not be seen as an external direction or training as it is done in some societies.
3. He defined primary education as that which caters for the development of the whole man as an individual and as a part of society. Therefore, there is the need to develop an integrated personality, integrated in itself (child) and with the society. The child should be given all that he needs for his own comfort and that of the society.
4. Froebel recommended that children programme should be full of purposive activities. To him children are naturally deeply interested in play activities. He added that since play come naturally to the child and a very fruitful way for him to learn, teachers should see this as the highest level of child development
5. In making preparations for lessons, Froebel declared that teachers should grade the various objects and activities according to their educational values and the pupils' level of maturity.
6. The need for child-centredness in classroom activities was stressed by Froebel. He would want children to be given freedom to express their feelings, ideas, interest etc.
7. There should be no rigid discipline for children. Home atmosphere should also be experienced at school.
8. The child should be surrounded by a rich environment. For it is only a child who can draw from his environment thus meeting his needs that develop best. The child is deprived and disadvantages when there is absence or inadequate supply of his needs.

JOHN DEWEY 1859 – 1952 A. D.

Dewey was an American philosopher and an educationist. He was influenced by the ideas of Darwin, Charles Pierce and William James. He belonged to the school of pragmatism. His contribution to primary education is in the following areas:

1. Education to him is life itself and not preparation for life. Hence the need to prepare the child to live well to know and get developed rather than preparing him exclusively for the future. Education should cater for the child now while he is young and also lay the foundation for the future
2. The school should be seen as a miniature society catering for the social and moral development of the child. It should foster social, political and economic values needed by the society through interaction and the learning of some relevant subjects. This will allow for the perpetuation of the society's cultural values.

3. Whatever is taught must of necessity be based on the child's level of maturity. To Dewey, It is a waste of time when teaching a child a skill whether physical or mental until the body and brain calls specialized for the performance of such skills are fully developed.
4. Based on his pragmatic approach, Dewey postulated that leaning must be by doing. Hence the need to allow for classroom activities and the involvement of learners in such activities. Real objects to be used for teaching, learners should be helped to discover the truth on their own. Thus, learning has to be practicalised as much as possible for better comprehension, retention and recalling when demanded for.
5. Dewey stressed the need for mass or universal education. To Dewey, this is an indispensable means of ushering in democracy in any society. Everybody should have opportunity of acquiring primary education and other forms of education.
6. He emphasized the need for the teaching of the sciences and the pre-vocational subjects. To him, ability to think logically and the spirit of inquiry is developed through practice in scientific enquiry and experimentation. Pupils should be exposed to the rudiments of Agric, Science, Home economics etc.
7. Teachers are to master the learners in order to help them develop according to the dictates of the society.

DR MARIA MONTESSORI 1870 – 1952 A. D.

Montessori was an Italian philosopher, psychologist anthropologist and the first female medical doctor in Rome. Her special area was psychiatric medicine. Some of her books are: Child Training; The Montessori Method; Reconstruction in Education; The secret of childhood. She was deeply interested in the education of children under the age of twenty (20). She founded the house of childhood (infant school within the tenement in Rome)

1. Dr Maria stressed that teacher, especially those handling primary children to acquire relevant knowledge in developmental psychology. This will equip the teacher with the nature of learners and how best to meet their needs.
2. She pointed out that children should be given freedom to express themselves and explore their environment. There should be plenty of activities in the school for the young ones.
3. The school environment should be pleasant and attractive and teachers should always recognize the sensitive period or psychological moment when children are ready or interested in learning particular planned materials.
4. According to Montessori, education should help the development of the child's body, spirit and soul and should aim at self realization or actualization. Hence, the need to cater for the all round development of the child.
5. To Montessori, the development of the senses are the only means by which meaningful learning can take place. Teachers should therefore employ the use of the senses in the classroom activities.

6. Like Froebel she declared that teachers must see themselves as gardeners with the growth of the child depending more on their classroom activities which go beyond intellectual aspect of learning. Teachers should also see him/herself as a director or directress. He/she should be morally upright, humble, patience, friendly and caring. He should act in *Loco-parentis*.
7. Junior primary are to be exposed to three types of exercises, these are:
 - a) Exercise in practical life- for instance teaching children and allowing them to learn how to care for their physical bodies' e.g. simple hygiene to be mastered.
 - b) Sensory training – this involves the development of the child's sense perception. Learning is only possible through sensory perceptions, which include learning through hearing, seeing, touching, smelling and tasting. Although sensations last for only a few moments, the brain will retain them for a long time. She would want children to be taught to differentiate objects (weight, sizes, colour e.t.c)
 - c) Didactic training – this involves practical ways of teaching children how to write before reading starts at the junior classes. For instance, writing should start by free writing in the air and on sand; reading should begin through the mastery of the alphabet and objects; arithmetic to be taught by the use of common objects before actual calculation starts.

CONCLUSION

In this chapter, effort have been made to analyse the what, why and how of primary education (philosophical base of primary education). The legacy left behind by the leading philosophers on primary education which is comprehensively stated will go a long way in shapping the present day primary education since it centered on the theory and practice of primary level of education.

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