

# The Wisdom and Spread of Realist Philosophy of Education

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## Abstract

Realism began with the belief in the external existence of the simple intellect of man. According to the contemporary realist British philosopher Macmur, the sensible experience of this simple intellect of ordinary people is the realistic view. The main point of realism is that the existence of the known object is knowledge-neutral or mind-neutral. The existence of the object exists even if the knower does not see any known object. The essential purpose of realism in education is that realism refers to scientific or evidential knowledge as the background for the pursuit of understanding. In this way, realism reflects the inherent materialism and supports modern science. According to realists, the ideal of education needs to be real. The purpose of education should be to teach what is necessary in the workplace of life. The limitation of mere textbooks should not be the ideal of education. Along with textbook knowledge, we need to know the environment around us well. From the above discussion, it is necessary to get a preliminary idea about the nature, goals, objectives, methods, school, teacher and student roles of realistic education. It is also necessary to analyze how logical realistic education is in the development of society and the state and in achieving moral development. The aim and purpose of writing this research paper is to gain a preliminary idea about realistic education and to analyze whether realistic education is capable of meeting the needs of society through philosophical analysis.

**Keywords:** Realism; Realist Philosophy of Education; Evaluation.

## 1. Introduction

If we consider the source of realism, Aristotle of Greece is a realist philosopher in the modern sense. He observed objects in their details. He believed that reality lies in the tangible object or in the development process of objects.

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This world is the world of consciousness or sense experience. Here, matter and object cannot be separated. Aristotle's realist idea remained prevalent until the Middle Ages, and in religious philosophies, a combination of Aristotle's theology and the theory of Christianity can be seen [1]. The realist philosopher Whitehead said that the objects we see in experience should be specifically separated from our experience of knowledge. According to Laird, realism is a kind of tendency and perspective whose main premise is that objects can be known as they are. He saw this tendency simply. In this regard, his difference with other realists can be seen. Hume explained the realist perspective in this sense that an object that is unique in thought also has its own existence [2]. Realists also say that the mind has different characteristics from the cognitive object, but the mind has no superiority over the cognitive object. According to G. E. Moore, if there is any existence, then both soul and matter exist, and if not, everything becomes agnosticism [3].

Realists argue that the relationship between the knower and the known is an external relationship, not an internal one. In terms of external relationships, it can be said that even though the known object is unknown to the knower, it has an independent entity or existence. From this discussion, it can be said that the main point of realist philosophy is that matter is an entity beyond knowledge, that is, a knowledge-neutral or mind-neutral entity, not an external entity dependent on knowledge. The original entity lies within this visible world and this entity is above all human experience, not dependent on human experience.

The emergence of realist philosophy of education in contrast to idealist philosophy. Idealist philosophy of education only discusses theoretical knowledge and has expanded knowledge in an attempt to know the transcendental entity. In contrast, realism has developed knowledge practically by taking the existence of sensible objects as evidence through the application of a scientific perspective. The first realist philosophy of education realized that knowledge is a tool for building life. Keeping this goal of knowledge in mind, realist educational philosophers have discussed in detail the goals, objectives, curriculum, learning methods, the role of the teacher, the role of the school and what the nature of the student should be. Therefore, realism emphasizes the subjects of social sciences and natural sciences which are related to life. In the field of natural sciences, they have identified subjects like physics, chemistry and biology as the field of education so that students can learn the practical techniques of science. Again, through social science lessons, they can gain knowledge about the social system. In addition, the realist philosopher Broudy expressed his opinion on including psychology, art, literature, philosophy of life, and religion [4]. These topics will help in the formation of moral values. The goals and objectives of the research paper in the light of the realist perspective in the field of education are given below-

1. Concepts about Realism.
2. Concepts about Realist Philosophy of Education and Social impact.
3. An analytical discussion of the extent to which realist educational philosophy influences social and moral needs.

## **2. Research Problem**

The main content of this research paper is to highlight the nature of realist educational philosophy and its

relevance in society. To analyze the moral values, social values, and economic impact of individuals on survival in social life in the light of realist educational philosophy.

### 3. Research Limitation

Here, in determining the research area, economic development has been identified along with the moral development of the individual or society. Which is consistent with the goals and objectives of realistic education. But it has not been possible to bring a complete discussion while determining the scope of realistic education and the criteria of social moral development. At the same time, it is not possible to fully describe the needs of the livelihood-based social system of people. Therefore, considering these limitations, a brief discussion of the moral values of the individual and the livelihood-based social system has been presented in a brief scope.

### 4. Literature Review

The title of this article is The Wisdom and Expansion of Realist Education Discussion is a discussion that is consistent with society, which is a direction of realist education in society. This research has already been found in the articles and research works of many authors. For example:

Hume, David. (1874). *A Treatise of Human Nature*; Locke, J. (1894). *An Essay Concerning Human Understanding*; James, William. (1916). *The Varieties of Religious Experiences*; Laird, John. (1920). *A Study in Realism*; Russell, Bertrand. (1923). *On Education*; Hoernle, Reinhold F. Alfred. (1927). *Idealism as a Philosophy*; Whitehead, Alfred N. (1929). *Science and the Modern World*; Redden, John. D., & Ryan, Francis A. (1942). *A Catholic Philosophy of Education*; Titus, Harold H. (1946). *Living Issues in Philosophy*; Butler, J. Donald. (1957). *Four Philosophies and Their Practice in Education and Religion*; Bereday, George Z. F., Brickman, William W., & Read, Gerald H. (1960). *The Changing Soviet School*; Broudy, Harry S. (1961). *Building a Philosophy of Education*; Ornstein, Allan C., & Levine, Daniel U. (1985). *An Introduction to The Foundation of Education*; Islam, Dr. Aminul. (2001). *Ādhunika pāścātya darśana*; Ozmon, Howard A., & Craver, Samuel M. (2003). *Philosophical Foundations of Education*; Montessori, Maria. (2004). *The Secret of Childhood*; Khatun, Sharifa. (2014). *Darśana ō śikṣā*; Liang Gie. (2010). *Introduction to the Philosophy of Science*; Muhmidayeli. (2011). *Filsafat Pendidikan*; Uddin, Md. Amez, and Das, Subhash Chandra. (2014). *Śikṣādarśana*; Saunders, M., Lewis, P. and Thornhill, A. (2016). *Research methods for business students*; Gandhi, Teguh Wangsa. (2017). *Filsafat Pendidikan*; Hussain, M. A., Bhatti, R., Tufail, M., & Rashid, F. (2017). *Philosophy of Education*; Noroh, E. Zalihtin, Kurnia, F. Dharmawanti, & Mustofa, Ali. (2020). "Realism in Education Perspective".

In addition to these research books and articles, critical books have been written. In the discussion of realist philosophy of education in various research books and articles, it is rarely observed to be based on the moral and life of society and its analytical discussion and criticism. Which is briefly highlighted in this research article.

## 5. Declaration

This research paper is completely original research. The topics here have been discussed from different perspectives from investigative research, articles, books, journals, news media and documents of different authors. Some parts of the entire research may be consistent with the writings of other authors. However, this consistency is mainly for comparative discussion which will help in judging and analyzing the research at a logical level. Therefore, we assure you about our research that this research work is completely from our own thoughts and consciousness and it is original research.

## 6. Research Methodology

The main content of philosophical thought is to reach a conclusion by analyzing any information. In this case, first the information has to be collected from various sources. The collected information is arranged and its analytical discussion is presented. A conclusion is reached by evaluating the presented analysis. In this context, Saunders and his colleagues say that the research process should be practiced according to the research philosophy, methodology, and design because this practice will determine how to collect data to present the research problem or identified research questions [5]. In this article, the data about realism and realist educational philosophy are briefly arranged and then an attempt is made to come to a conclusion through evaluation and analysis.

## 7. Realism

Realism is an abstract response to idealist philosophy. George R. Knight, in his book *Philosophy and Education: An Introduction in Christian Perspective*, states that the main starting point of realism is that the objects of the senses appear in what form they are [6]. Realism is a broad school of philosophy that is closely related to materialism on the one hand and to objective idealism on the other. Realism is a view that accepts objects perceived by the senses as real and that they do not depend on knowledge or consciousness. Awareness or experience does not affect or change the character of objects. Harold Titus, in his book *Living Issues in Philosophy*, states that Realism, in a philosophical sense, is the doctrine that the objects of our senses are real in their own right in that they exist independent of their being known or related to mind [7]. Realism asserts that the common-sense view, widely accepted by ordinary people, is that there is a realm of nature or physical matter, and that the truth of matter does not depend on our experience and perception. From an epistemological perspective, realism is a relationship between subject and object, where it is possible to gain pure knowledge of matter due to the influence of the subject and without being dependent on the subject. Professor A.N. Whitehead said of realism that the things we experience are to be distinguished clearly from our knowledge of them [8]. Whitehead cites three points in support of the objective position of realism. First, we are in the world of colors, sounds, and other perceptible objects. The world is not in our minds and does not depend on our senses. Second, historical knowledge reveals long periods in the past when no living things existed on earth and when significant changes or events occurred. Third, the activity of the individual seems to transcend itself and seek and search for the goal of the known world. These things open the way for our awareness and reveal a “common world of thought”. This “common world of the senses” realizes the needs of the mind. In philosophy, realism consists of

various concepts, starting from personal realism, Platonic or conceptual realism, or classical realism. Usually, the assumption is the fundamental object, which is always permanent and unchanging, more real than the concept of universal person or person. The real world is the visible world, and its integral part of its form and materiality. And reality is the concrete development of matter. Apart from these general basic recognitions, realism is a movement in philosophy that is difficult to describe in a short space, because it includes many types. However, Titus clearly mentions at least three aspects of modern realism [9]. First, some sections of realists tend towards modern materialism. For example, mechanical naturalism is also a materialism as well as a realism. Only matter or energy or mechanical processes are real elements. Second, there is also a tendency towards idealism. The basis of existence or the nature of reality outside us can be thought of as a mind or soul-like or organic whole. James B. Pratt represents this kind of tendency in his personal realism. This form of realism is difficult to distinguish from objective idealism. Third, there are many realists who claim that reality is not physical or mental but rather some underlying neutral substance (neutralism); and there are realists who insist that reality is pluralistic, that there are many entities within it, of which mind and matter are two entities.

In the United States, two strong realist movements emerged in the first decade of the 20<sup>th</sup> century: neo-realism and critical realism. Neo-realism was a reaction to idealism, and critical realism was a combination of idealism and neo-realism. However, there were many different forms of realism. These included: 1. Naive realism, 2. Representationism, 3. Neo-realism and 4. critical realism. Early realist philosophers included Aristotle and Thomas Aquinas, and later in the 17<sup>th</sup> century, Descartes, Locke, Berkeley, Hume, and Kant. In the 20<sup>th</sup> century, realism began in England with the thought of G.E. Moore and Bertrand Russell. Samuel Alexander and A.N. Whitehead were among the most prominent figures in the neo-realism movement that developed in the United States. R.B. Perry, Walter Marvin, E.G. Spaulding, E.B. Holt, Walter B. Pitkin and W.P. Montague. The founders of rational realism include Durant Drake, Arthur Lovejoy, James Pratt, Arthur Rogers, George Santayana, Roy Sellers and Charles Strong. The following is a brief discussion of the types of realism:

### **7.1 Naive realism**

According to naive realism, objects, whether known or not, do not depend on the mind. Objects have their own properties. Knowledge does not affect objects. Objects are just as they appear. Objects are directly known and objects are common to all.

### **7.2 Representationism**

The originator of this theory was John Locke. This doctrine believes that the existence of objects is independent of knowledge but metaphysical thinking depends on the mind. Primary, individual and secondary properties are inherent in objects. According to Locke, some properties of objects are material, and some are personal. All the properties that are material are called primary properties, such as volume, number, density, etc. Form, taste, smell, touch, etc. are secondary properties. According to Locke, the primary properties of objects do not depend on knowledge. However, secondary properties are exclusively dependent on knowledge. Knowledge does not affect objects, but it can affect metaphysical thinking. Thinking is a symbol of objects. In simple thinking, knowledge of objects is direct but in complex thinking, it is indirect. In simple thinking, objects are general or

universal but not so in complex thinking.

### **7.3      *Neo-Realism***

This is a new approach to Platonic theory. This theory believes that the whole object is not the subject of knowledge but its aspects are independent of knowledge. The properties of objects are their own and knowledge does not affect them. An object is what it is clearly seen. Knowledge of the aspects of an object is direct, while the logical entity is universal. According to neo-realists, just as primary and secondary properties have material existence, the sense-data found in false perceptions, dreams, etc. also have material existence.

### **7.4      *Critical Realism***

This theory developed in America in the early 20<sup>th</sup> century. It believes that the existence of objects does not depend on knowledge in any way. Objects possess properties and are directly known. Objects may or may not be universal. The universalist does not believe that an object is exactly as it appears in existence. When an object becomes the subject of knowledge, it is affected by the knowledge. Knowledge can be both direct and indirect. The relationship between the knower and the knower is not direct but occurs through thought, which is the subject of knowledge. Different people can have different knowledge about the same object.

## **8. Realist Philosophy of Education**

Realism reflects the inherent materialism and supports modern science. Realism accepts that every object in the world depends on the experience of a separate subject. In the realist view, reality refers to something that is objective, composed of matter and form, and subject to the laws of nature. Objective things that exist outside of human consciousness, such as tables, chairs, animals, doors, trees, water, the sun, etc. These things also objectively follow the laws of nature. Which creates scientific concepts through studying in schools in a systematic way.

In contrast to idealism, realism follows a two-way principle, namely that there is a visible world that we perceive through the senses and another that is different from the real world that we express ideas in the world of thought through the intellect and that ideas are eternal and more important than the empirical sensory world, thus realism says that all things that are not known by our consciousness exist first. Ornstein & Levine explain in their book *an Introduction to the Foundation of Education* that for the realist a material world exists that is independent of an external to the mind of the knower [10]. The basis of understanding reality is the material world and this material world is found in perception. All objects are made of matter. Matter must be bound in a form and assume the structure of a specific object. People can know these objects through their senses and reason.

Ornstein & Levine argue that the acquisition of knowledge is a process that has two stages: perception and abstraction [10]. In the acquisition of knowledge, a person sees an object and records sensory information about the object, such as color, shape, weight, smell, or sound. In this case, perception is the use of the five senses of humans to search for knowledge. Through the five senses, humans acquire ideas about various real objects

outside themselves and through the process of abstraction, they acquire general concepts that are stored in the individual's consciousness.

Muhmidayeli states that Realism is a philosophical doctrine of assuming a truth is a real picture or true copy of a world of reality from an idea that exists in one's mind [11]. In this case, human knowledge is an incarnation of the image that is influenced by the world in which the person expresses interest in acquiring knowledge but is not the same as the person who does not express interest in acquiring knowledge. According to the epistemological doctrine, realism is the human machine for acquiring knowledge or truth. A person who has realist thinking does not just believe that it is true but uses the five-sense-sensing machine to search for information through observation and present a piece of information as evidence to prove the truth. Hawking said that realism is a tendency to distance oneself from things that are limited, so that one can know that all things cannot be interfered with in making decisions and that the surrounding objects will answer for one's actions [12].

Science seeks to gain maximum knowledge and truth by taking opinions from various sources of philosophy. The realist philosopher Aristotle was a disciple of Plato. Aristotle's logic, metaphysics, politics, ethics or morality, biology as well as various scientific doctrines of psychology try to find truth and universally accepted knowledge by explaining them in the light of philosophy. This is essentially the subject of Aristotle's thinking in terms of analyzing and searching for knowledge and truth.

The problem of values is very important in the context of educational philosophy. Education is not only about the process of knowledge transfer, but also about assigning its grade or level. In the case of values, these absolute and eternal words of realism are considered as the criterion of truth. Realists try to explain the concepts of value through the objective reality of the world, trying to establish them on a scientific basis. The classical group of realists shares the same opinion that Aristotle considered the rules of human ideals that depend on moral or universal ethics in living as rational beings [13]. Aristotle also showed that reality is a natural type that is related to nature. Whatever is in front of us can be perceived by the five senses through observation of the surrounding environment, which is different from the nature of reality and mind, but it is possible to select it through the experience of the individual. Everything that is in front of us that can be perceived by observing the environment around us with our five senses is real and separate from the nature of the mind, but it can create a thought through the selective effort of human experience using the senses [14].

This realistic epistemology is different from idealistic epistemology, which says that knowing means rethinking already conceived and hidden concepts so that human knowledge gives priority to it. On the other hand, realism specifically states that human knowledge is constantly evolving, because knowledge is acquired from the source of the object. Knowledge of the object is born through the encounter between the subject and the observable object. Realism is a flow of philosophy that contrasts with the philosophical flow of idealism, realism as a complement to the philosophical flow of idealism [15]. It can be said that idealism is a preferred concept or investigative concept that can be abstract and metaphysical in uncovering a truth. And realism is a tool of the senses, but a truth-finding subject by observing the surrounding environment and a collection of facts by searching for some information. The obvious difference here is that idealism considers mental feelings as the

element of knowledge, while realism places more emphasis on sensory perception.

Russell's view of science is structurally realist. Russell blamed poverty and illness for the unhappy life [16]. He used a cautious or restrained approach to science, hoping that we could begin to solve complex problems such as poverty and illness. He saw education as the key to a better world. If people used existing knowledge and applied tested methods, then through education they could eliminate problems such as poverty and thus change the world into a happier and more prosperous world. Russell hoped that if this could be done on a large scale, the change would not be limited to one generation, but would occur over the course of centuries.

Three types of differences are observed in the discussion of realism: 1. Humanism: This is literary realism. Literary realists could not separate themselves from humanism. They believed that the only material worth reading was classical literature. Classical literature should be studied not for the beauty of knowledge but for the information and knowledge of the past, so that knowledge can be used in preparation for practical living; 2. Social realism: Members of the elite class who set the goal of education that would build a civilized society and that such education would be directly related to people and their social activities rather than books. Social relations are about preparing the elite youth and training them to establish proper relationships with their classmates for a happy life. Decision-making is emphasized to train the elite youth to make wise and realistic judgments, sound decisions and right choices; and 3. Realism: It advocates a type of education where scientific content is emphasized and the scientific method is used.

Towards the end of the Renaissance in Europe, the external world began to be analyzed from a scientific perspective. Realism played a large role in the education system of that time. Knowledge is sensory knowledge that can be obtained through sensations and abstract ideas through the five senses. Which can only be achieved through education. According to realists, the ideal of education should be realistic. The purpose of education should be to provide education that is necessary in the workplace of life. The limitation of mere textbooks should not be the ideal of education. Along with textbook knowledge, we also need to know the environment around us well. From the above discussion, a preliminary idea can be gained about the nature, goals, objectives, methods, schools, and the role of teachers and students of realist education. Below is a brief discussion about the goals, methods, schools, teachers and students of realist education.

### **8.1      *Aim of Education***

The realistic goal of education is to build a happy and harmonious life. According to American educationist Franklin Bobbitt [17], happiness in life can be achieved through the fulfillment of human duties and responsibilities such as: 1. Language-related activities, 2. Hygiene-related activities, 3. Citizenship-related activities, 4. General social activities, 5. Leisure-related activities, 6. Mental health-related activities, 7. Religious activities, 8. National-preservation activities, 9. Vocational-related activities and 10. Vocational activities.

The child should be given complete knowledge of society. He should know about social situations, social organizations and the natural environment. Learning is the art of conducting practical life. It requires a scientific



attitude. A scientific attitude is a rational attitude. It is objective and sensible. The goal of education is to develop the child to acquire knowledge about specific and real objects and to analyze them through logic.

In the field of education, realism emerged as a counterbalance to theoretical and verbal education. Since ancient times, educators have encouraged education to be theoretical and verbal, but it is often forgotten that nature education in education is related to the social and natural environment. There are two reasons for realism - the ineffectiveness of ancient and medieval ideals and the development of scientific trends. By the sixteenth century, an awareness had developed among people that the ancient ideas could not meet their needs, because they were unrealistic.

A revolution in knowledge was created through the research of Copernicus, Galileo, Newton, Kepler, Harvey, Bacon and others. The development of science and the trend of seeking truth led to the emergence of realism. According to realists, education should be designed in such a way that the social and personal needs of the child are met so that he can live a happy and contented life in the future. Whatever other ideals of education may be, its primary purpose is to prepare the child for real life and to provide the criteria for successful education to prepare the child for adult life. One of the main problems that a person has to face in adult life is the problem of earning a living. Therefore, education must take care that it enables a person to earn his living. And when the emphasis on livelihood begins, then naturally the need to teach scientific subjects instead of artistic or literary subjects should be emphasized in the realistic type of education. It tries to make the child's education consistent with real life. The school environment should be such that the qualities needed in life outside the school are developed. Ancient and medieval education was bookish and exclusively mental. According to the realists, the first task of education is to develop the qualities of determination, logic and intelligence so that he can easily solve the problems of life. For this reason, realists support experiential methods of teaching where all learning is done through practical experience. Realist thinkers support education through demonstration, travel and practical experiments through the mother tongue. This brings education closer to life and stimulates the use of one's own intelligence instead of making demands only on the teacher's memory. Thus, it can be concluded that realists want education to keep in mind the social and personal needs of teachers and students.

Realism in education is closely related to the thinking of John Locke. According to him, the origin of man and the origin of thought are a list of tests, human life is a blank white paper that can be filled with various elements of the surrounding environment [18]. It can be said that people observe the surrounding environment and seek science to be able to carry out the thinking process accordingly. As a result, the realist's view of education is largely dependent on the psychological method of behaviorism. Realists believe that mental existence is inherent in physical existence. If an injury occurs anywhere in the body, it will also affect the mind. Again, many realists believe that the relationship between body and mind is one of numerous relationships of position and time. In this case, awareness of the mind means being aware of ongoing events that may be somewhat distorted by the real state [19]. Aristotle's argument in the field of education is to include information from the surrounding environment, which is a way to acquire knowledge and truth. But when it comes to higher education, people have to think abstractly. A person who has abstract thinking can learn about the discipline that is important and beneficial in teaching the children of the nation to follow the existing rules and regulations, and can encourage their heart's desires according to the courage and rules of the country [20]. This is supported by Muhmidayeli's

opinion that a teacher is obliged to impart knowledge of positive values [21]. Basic needs such as morals and ethics are very important to educate the nation so that it is not easily influenced by temporary issues.

Serious efforts in education should be directed towards the world of reason, because correct knowledge can only be achieved through logical thinking. On that basis, the purpose of education is actually to focus on the mental development of students. The stream of realism rightly rejects this view. The doctrine of realism in philosophy holds that something real or correct is something that is a true representation or a true copy of the real world. In this way, human knowledge of something is nothing other than a clear representation of the world picture that is reduced to it by reason. It can be said that realism argues that knowledge is true and accurate if it corresponds to reality.

Humans must have some aspirations in order to build a better life in the future. But this aspiration is desirable to be within a certain standard. Inspiration can be both good and bad. Good aspirations help people build a better life in the future by avoiding bad aspirations and inspire them to direct them towards the goal, as a result of which they strive to contribute to the welfare of people. A person can balance happiness and sorrow throughout life by avoiding bad deeds through his cognitive experience and doing good for everyone through his own character development [22].

The nature of the self of a person is determined by subjective and objective values. The nature of the self is reflected through the work of the person. During the performance of this work, the person creates constructive relationships with society and thus the subjective value of a good life is reflected [23]. The good and bad of a person are inherent in pleasure and pain. Happiness is found in doing something well, and sadness is in not doing it properly. The fulfillment that happiness brings to human life is higher than that of all other living beings. This higher value is determined by self-control, self-realization, and self-coordination. This complete person is the measure of a good life [24]. Realism emphasizes this aspect of education.

Realists agree that the teacher must have real values. A standard of moral and aesthetic values that we must teach our children so that they are not influenced by temporary things. The child must clearly understand the nature of truth and falsehood and respect what is objectively good regardless of the change in moral and aesthetic appearance. Realists agree with idealism that fundamental values are permanent, but they differ on the reason for saying this. Classical realists agree with Aristotle that there are universal moral laws that bind humans as rational beings. Religious realism argues that we can understand much of this universal moral law through our common sense, but they say that this universal law was established by God who gave us reason to understand God's moral laws. According to James, God is a powerful being who is constantly struggling with the universe for his good. In this argument, God is also incapable of evil. God is also struggling with this evil force [25].

For religious realists, the main reason for studying nature is to transcend matter. The argument goes like this: God, who created pure spirit and the world. He created it from nothing, but he placed himself in the world, giving it order, regularity, and mechanism. Through careful study of the world, order, and regularity, we come to know God. Religious realists like Aquinas say that our main purpose: God has provided a means by which

man can know God through the creation of the world [26]. Thomists believe that the curriculum should include practical and speculative knowledge. For example, education helps one to become self-aware so that one can think about one's actions. Through the practical study of ethics, one is taken to the higher realms of ultimate reality or metaphysics. Thomists believe that true education is always in progress and never complete; It is a process of continuous development of the human soul [26].

Realists emphasize the practical aspect of education and emphasize the importance of moral and character development through practical concepts. John Locke, Johann F. Herbert, and Herbert Spencer believed that moral education should be the main goal of education. Whitehead supported this position by stating that “the essence of education is to be virtuous” [27]. Spencer, in his essay “What Knowledge Is of Most Worth?”, argues that science provides moral and intellectual education because the pursuit of science demands honesty, self-sacrifice, and courage. According to Locke, good character is superior to intellectual training; however, Locke's view of character education seems to be primarily directed at the English gentlemen of his time, who were supposed to set an example for the rest of society. Herbert believed that moral education was based on knowledge, and Spencer agreed with this theory.

## **8.2 Curriculum**

According to Aristotle, knowledge is a group of elements that are arranged from rational determination with objects that are compatible with knowledge. Aristotle thought, there are three parts of knowledge. Namely, practical knowledge, productive knowledge and theoretical knowledge. Aristotle emphasizes theoretical knowledge in his thinking. Theoretical knowledge is divided into three parts. Namely, mathematics, physics and elementary philosophy. Aristotle explained theoretical knowledge that elementary philosophy is a theoretical knowledge that can analyze the existence of something that is fixed, unchanging and separate from the material. From Aristotle's point of view, the method of discovering knowledge and truth is analysis and investigation [28].

Although pragmatists have different opinions on the issues of curriculum formation, they still agree that learning should be practical and action-oriented. Locke emphasized practical studies such as reading and writing, drawing, geography, astronomy, arithmetic, history, ethics and law, and also emphasized complementary studies such as dancing, fencing and horse racing. Locke emphasized the educational value of physical activity and believed that children should spend more time in the open air and accustom themselves to ‘heat and cold, light and wind, rain’ [29]. He focused not only on the purely intellectual aspects of the individual, but also included diet, exercise and recreation. He believed that reading and writing should begin as soon as a child could speak. He emphasized the study of languages, especially French and Latin, and included gardening and carpentry as well as travel in the educational program. Locke advocated that all children between the ages of 3 to 14 receive formal, practical and work-oriented education. According to Locke, students should acquire skills in such tasks as spinning, weaving, and wool production, and should be given some religious ideas [29].

A historical characteristic of the realist curriculum is the emphasis on didactic and material study in education. For example, the 16<sup>th</sup> century theologian and educator John Amos Comenius was the first to introduce the

widespread use of pictures in education. He believed that with the right kind of education, a person could acquire all knowledge [29]. This type of education should be based on a curriculum that perfects the natural powers of man by training the senses. He emphasized the importance of the study of nature and included subjects such as physics, optics, astronomy, geography, and mechanics in his curriculum. He emphasized the goal of presenting this “pansophic” or complete picture of all knowledge. Comenius believed that schools should be enjoyable places with compassionate teachers. This idea of sensory development in education was adopted by Jean-Jacob Rousseau, Johann Pestalozzi, and Friedrich Wilhelm Froebel. Pestalozzi believed that “the sensory perception of nature is the only true basis for human instruction, because it is the only true basis for human knowledge” [29]. He believed that everything that happens next is the result of this sensory perception. Pestalozzi promoted learning skills such as spinning and gardening, which required children to apply the number of objects to relate subjects such as arithmetic to nature. Froebel, who studied at the Pestalozzian Institute, believed in “abstract studies,” focusing on gifts, songs, and games as his primary teaching methods. Although Froebel's educational strategies began with material objects in the material world, he saw all things as unified in God, who manifests himself in physical nature and the human soul. Herbert was another realist educator who was strongly influenced by Pestalozzi.

Herbert criticized the atomic curriculum of his time. He believed in a process of “relation and concentration” in which each subject would be integrated with and integrated into other related subjects; He believed that education should be multifaceted. Geography, economics, and history should be taught so that students can make connections that provide a foundation for new knowledge. Herbert believed that interest keeps ideas alive and that one of the functions of education is to retain ideas in the mind through books, lectures, and other learning devices [30].

Realists emphasized that only those subjects and activities should be included in the curriculum that prepare children for real daily life. Accordingly, considering the real situations and circumstances of people's present life, they emphasized giving priority to nature, science and vocational subjects while giving secondary place to art, literature and language. Realists also advocated the choice of subjects by the children. At the same time, they made it clear that mother tongue education is the basis of all developmental and vocational subjects which are essential for livelihood. Therefore, the essential subjects of the curriculum should be language and vocational.

### **8.3      *Learning Method***

The following are the types of teaching methods that should be adopted according to the purpose of education and the nature of the learner in the realist philosophy of education:

1. Realists like Locke developed organized theories about specific learning topics such as the nature of childhood or the influence of the environment, while others (such as Whitehead) discussed general patterns of human activity. Whitehead spoke of the “rhythmic” aspect of learning that can be identified in three primary stages [31]. The first is the stage of romance (up to about 14 years of age), in which the child's learning activity is mainly characterized by the discovery of broad themes, the formulation of questions, and the creation of new

experiences. The second stage (from 14 to 18 years of age) is the stage of precision, which is characterized by the systematic study of specific and specific knowledge. The third stage, the stage of generalization (from 18 to 22 years of age), focuses on students becoming effective individuals capable of dealing with immediate experiences through which they can apply the principles of knowledge to life. Bridey recommended several methods of teaching. He speaks of argumentation, memorization, activism, philosophy, and listening [32].

2. Many realists support competency, accountability, and performance-based teaching [33]. They assume that learning can be achieved in terms of knowledge about competencies, skills, and techniques and that this is sufficiently measurable. Furthermore, while it is difficult to measure a student's moral worth in areas such as values, ethical considerations, and social relationships, realists generally believe that anything that exists can be measured in some way. It is through knowledge of ethical facts that these problems can be approached and addressed. For example, the best ethics show people how to live in harmony with the laws of the universe.

3. Another educator Maria Montessori who is emphasized the importance of interest in the learning process and the use of objects. The Montessori method provides all kinds of experiences through blocks, cylinders, and geometric designs. These objects not only help the child's cognitive development, but also help with physical development. Although her method was originally designed for children with low intelligence or low talent, Montessori later extended it to all children. She believed that adults can get to know children through observation and she felt that teachers should also be involved in children's "spontaneous activities". In her book *"In the Secret Childhood"*, she states that children have their own secret worlds that teachers can learn more from if they try to enter [34]. Education means removing obstacles from the path a child takes to discover the world and therefore there should be a prepared environment with materials to teach children how to learn. This method is strongly consistent with the realistic teaching support of sensory perception and object reading.

4. Modern realists emphasize scientific research and development. The scientific movement in education began in the 19<sup>th</sup> century and focused on the advancement of knowledge and skills. Technical educationists reflected the influence of science through standardized work lists, grouping students by intelligence, and standardized and consistently readable textbooks. This movement gave rise to the use of more specific and empirically based assessment techniques. A more recent development is the increasing use of computer technology in schools. Although some negative effects of this development have been noted, this aspect of realism in education has also been accepted by many teachers. Realists advocate the use of audio-visual aids in teaching to impart practical knowledge. Realist thinkers emphasize objectivity, knowledge of scientific facts, and knowledge of reality. Students should be helped to learn objectively. This requires knowledge through the senses. Words are symbols to express experience. They help in the communication of knowledge. Practical verification is the source of all knowledge. Propositions that cannot be verified are meaningless. Facts are related to practical knowledge. The teacher should give the student the opportunity to know the world. He should not give his personal opinion but should clarify the facts. In fact, facts should be presented without any distortion. Therefore, realists support the fact-centered teaching method.

5. The realist approach to education is child-centered. The teaching method should be changed according to the needs of the child. The child's intelligence should be developed in such a way that he can learn information.

Experimentation should be the basis of information. The nature of knowledge is uniform. The teacher should have a strong belief in science. He should have a scientific attitude and should develop the same attitude in the teaching method. The teacher should encourage the student to investigate himself. The student should know the experimental method and the teachers should be trained in it. The teacher should understand the needs of the student and try to fulfill them. The teacher should give the student a clear, solid and systematic idea about scientific information. Along with objective teaching, he should also keep his personal opinion. He should keep an eye on child psychology and adolescent psychology and make his teaching method accordingly. The teacher should select the content according to the interest of the student.

#### **8.4 Role of School**

Education has always been used as a means of teaching people what they need. In this regard, it plays a valuable role. The realists argue that the need to know these things is no less urgent today. In fact, it is perhaps even more interesting, because there is more to learn than ever before. When people fail to teach a child to read and write, they make it difficult for that child to find a job, understand important information, and develop socially. It is possible that because of these limitations, the child will become a liability rather than an asset to society. Similarly, when people fail to teach a child the preparation and skills necessary for technological and scientific advancement, they are not using schools to their full potential.

Realists have expressed different views on school. Some realists do not believe that schools are necessary at all. They point to extensive travel, private tutoring rather than formal education as the best means of education. In contrast, other realists emphasize the importance of school and classroom education. They consider school to be a mirror of society that reflects its true state. Thus, the school should not limit knowledge to textbooks alone but should include all the activities going on in the society and should be well equipped with all the necessary materials and devices for effective observation and experimentation by the children.

Redden and Ryan emphasized on educational institutions and said that the main aim and purpose of educational institutions is to provide physical, social, mental and moral training to the children through learning, discipline and student work [35]. This training begins in the home environment and is completed through various educational institutions and religious institutions. Educational institutions help children to become social. Educational institutions are developed as a means of gaining knowledge about the various customs, culture, history and traditions of the society. As the child develops mentally in educational institutions, cultural development also takes place. In this context, Bereday and his colleagues said that education plays a rich role in the process of forming culture [36]. John Wilde described the importance of education in almost the same sense. He said that the new generation does not inherit the culture and tradition of its previous generation, but rather they acquire this education through institutional education [37]. That is, history, tradition, and culture are acquired through education. In this way, the customs of a society survive for thousands of years, helping the next generation adapt to the customs of the past and build a new civilization.

#### **8.5 Role of Teacher**

From a realistic perspective, the role of the teacher in education is emphasized. Students should be taught what they need to survive. At a minimum, the essential subjects and the material presented should be taught in a systematic and organized way. The humanities should be taught in a way that is conducive to cognitive development. The main activities should be arranged in stages. This arrangement allows the student to easily understand the answers to understandable questions. The teacher should actively participate in this teaching process so that the student acquires the ability to ask questions and the teacher is able to answer the questions. In addition, teachers should also make sure that students understand the questions they are asking. In this context, American journalist Sidney J. Harris said that the whole purpose of education is to turn mirrors into windows [38].

Realists emphasize the role of the teacher in education. Teachers should present material in a systematic and organized manner and promote the idea that clearly defined criteria can be used to judge art, economics, politics, and science. For example, some realists claim that works of art such as paintings can be evaluated on the basis of objective criteria, such as the brush strokes used, the shade of color, the balance of content, the quality, and the message conveyed. The same applies to educational activities; one can use some objective criteria to judge whether certain activities are valuable - for example, the type of material presented, how it is organized, whether it fits the psychological makeup of the child, whether the delivery system is appropriate, and whether it achieves the desired results.

Realists like Harry Broudy want teachers to critically evaluate their activities. The hope is that when they see the negative effects of contemporary educational trends, they will focus on more fundamental content. Realists complain that they have been compared to caricatures such as Charles Dickens' Mr. Gradgrind and Washington Irving's Ichabod Crane. They argue that they do not simply encourage memorization and memorization of information, but also emphasize the enjoyment of problem-solving, projects, and learning activities. However, they believe that such experiences should be productive in producing students who have the knowledge and skills they need. Furthermore, they want to see higher education institutions develop skilled teachers who will serve as models for the future development of students [39].

According to the realists, the role of the teacher is not as lofty as that of the idealist teachers and not as insignificant as that of the naturalists. The teacher must have complete knowledge of the subject matter and the needs of the children. Not only that, he must have the ability to present the subject matter clearly and intelligibly to the children using psychological and scientific methods.

It is the responsibility of the teacher to inform the children about the scientific discoveries, research and innovations of others in various fields of knowledge. He must also engage in some research work or experiments himself. At the same time, he must motivate the children to make extensive and close observations and experiments so that they are able to learn new information. Not only that, the teacher must understand well how much knowledge each child needs to be imparted at a given time. Therefore, the realists emphasize the training of teachers before they can engage themselves in the task of teaching effectively.

### ***8.6 Nature of Student***

Realist educational philosophers and teachers have explained the nature of the student based on these two theories of mind and determinism. A person establishes relationships with other objects or individuals with the help of the mind, for example, humans are highly developed brains. Compared to other objects or animals on the earth, humans have advanced features. In this regard, students are animals with advanced conscience. Students use their advanced conscience brains to establish a conscious relationship based on the location of one object with another object in time and space. Teachers can apply this feature in the learning of students [40].

Some realist educationalists consider the mind to be an internal part of the brain. They accept the hidden features that exist in the mind of a person. The power inherent in the mind is revealed through the student's experience and existence, and he can reconcile the joys and sorrows of life and realize their significance through work.

The teacher should help the student understand the world and the nature of the world. As a result, the student will be aware of the world and the environment through his cognitive experience and will be able to adapt to the surrounding environment. However, in this case, it can be considered as completely controllable and partially controllable in terms of freedom. If it is completely controllable, the teacher's responsibility is to help the student understand the world and the environment, and if it is partially controllable, the student will awaken the tendency to control the surrounding world through his own initiative and effort. However, the teacher will help develop this ability. The main task of education is to develop these creative abilities and talents of the student. Again, according to Drake's opinion, the student is considered partially controllable, or like Prater opinion, the student is considered self-controlled, then the teacher will have a different idea about the student [41]. In the first case, the teacher will believe that there is a causal force in the world. The student has no control over it. In this case, the teacher will try to develop initiative in the student so that he can control his experience as much as possible. In the second case, the teacher will emphasize the development of the student's ability, his desire to work independently. In short, he will strive to develop the student's talents, and the development of these talents will be the main task of education [42].

Broudy mentions four principles in determining the nature of the learner. Namely- 1. The principle of instinct- This has to do with the needs of the individual. It is natural for humans to satisfy their biological needs, 2. The principle of self-control- Self-control must be exercised to satisfy these needs, 3. The principle of self-realization- The necessity of the needs must be realized, and 4. The principle of self-coordination- The necessary needs must be coordinated. If these are not considered, the actual learning needs of the learner will fail. However, learning is mainly controlled by other principles of personality [43].

The individual has a tendency to be social. The things involved in this tendency to be social are- Just as there is a supernatural destiny, there is also a dual nature, the body and soul are also related to it, and they also have a tendency to be all-body or all-soul. According to Redden and Ryan, this concept of unity is important in child education [44].



## **9. Evaluation**

The educational system formulated by realists, emphasizing the relationship between human life and the environment, has been adopted in the education systems of many countries [45]. In realist education, students will gain knowledge from concrete to abstract concepts by using experience in an effort to achieve human welfare through active participation. But this acquisition of knowledge faces several problems. Which has not spared realist education from criticism. Some of the shortcomings of this education are mentioned below:

Although realist education brought about a great change in American education in the nineteenth century. This change brought about a great influence of industry and technology in American society. It is not surprising that schools in the United States would see as their main task the training and preparation of professionals and technicians in a society where professionalism and technical skills would become valuable. However, many critics denounce this situation as short-sighted and inhumane, with people primarily drawn to material concerns [45]. While classical and religious realists still recognize the higher goal of moral and spiritual values, critics complain that scientific realists generally maintain a materialist conception of human nature that is biased towards social control and social order.

However, problems of order and control are often assessed by the criteria of secular and scientific realism. This reality dates back to the time of Aristotle and Aquinas. These thinkers interpreted the universe in terms of a reality independent of their own internal and systematic sense of order. Therefore, people have to adapt and adapt to this reality, and subsume dreams and aspirations under its demands. The contemporary result of this view is the pressure on corporate industry to adapt to the demands of the state and the demands of the international market economy. In some countries, this pragmatic view is used to support totalitarian regimes, religious systems, and other worldviews that seem to seek authority and controlling power.

Dewey attempted to counter the negative aspects of both realism and idealism. He showed that what we know as reality is neither entirely in the mind, nor entirely objective and external; rather, he argued that human reality is composed of individuals and their environments [45] . Rather than a one-way movement of adjustment to the environment and social conditions, Dewey advocated the use of intelligence to make human beings more consistent with their values. Dewey's opponents have accused him of being a promoter of the "life adjustment" movement, but this movement is more characterized by realism than Dewey's philosophy.

Postmodernists are perhaps the harshest critics of realism. They attack realism because it supports the idea of a fixed and comprehensible universe that can be objectively understood through observation and intellect. They allege that this view has been extended over centuries, through reason and knowledge, to the contemporary landscape of technological society. It has deified reason to the detriment of the whole person, ignoring emotions, feelings, and irrationality. If we truly want to understand people, we must consider the totality or wholeness of the individual. Realists claim that they see people as wholes, and that their wholeness is part of their dependence on a universe much larger than themselves. Critics respond that the realist view of the wholeness of people on earth is conditioned by preconceived assumptions about the universe. These preconceived ideas often lead realists to conclusions about humanity that create difficulties in education. For example, Whitehead despises the

“dull average student,” even though such average students are far more numerous. Realists seem more concerned with the need to fit a standard curriculum than with seeing students as individuals. Russell, for all his talk of individuality, self-interest, and humanistic aspects, believed in the love of knowledge [45]. He refers to “excellence” as the desired goal in education, a view that is likely to meet with little resistance, but its underlying idea is that the achievement of this excellence must be measured against external standards. The net result of the views expressed by Whitehead and Russell is that students are viewed in terms of loyalty to a higher being, as opposed to the excellence of the curriculum or standards. This problem lies at the heart of the criticism of the alleged dehumanizing effects of realism.

This debate is further illustrated by the issue of liberal and vocational education. While many realists support the need for both, they see liberal education as an intensive study of the arts and sciences for the student and believe that a narrow segment of the student population should be provided with technical vocational training. For example, James Conant, studying the inner-city social conditions facing the urban poor, especially the black poor, has concluded that the conditions they face are a breeding ground for “social dynamite” [46]. Critics have noted that while Conant proposes developmental, sensitive, and humane reforms and suggests that vocational education be provided to the poor, this approach often leads to one type of education for the “upper class” and another for everyone else.

Despite the realists’ historical emphasis on universalism, they have also encouraged a movement toward specialization in education, for better or for worse. One consequence of the knowledge that everyone is exposed to as a result of this vast knowledge explosion is that realists are as much caught up in this problem as anyone else. The tendency to focus on specialized, fragmented modules of knowledge contributes little to problem solving. Comenius advocated a “pansophist” approach to education in which individuals could acquire all knowledge using reason. Many realists have historically promoted their ideas, but their tendency toward fragmented approaches do not lead to holistic and unified conclusions.

Today, the ideal of realist scientists and technologists rarely recognizes the unity of knowledge because scientists often work on a small component of a larger whole without understanding the larger whole or its impact on humanity. As a result, a scientist may unwittingly work on projects that have antisocial or anti-human effects. A highly trained technologist working on expensive space technology at Cape Canaveral may ignore the tendency to think that expensive gadgets consume resources that could be used to alleviate human suffering.

Realism favors a fact-based approach to knowledge. While it has its merits, it is also susceptible to various flaws. In many cases, what was once considered undisputed truth is now considered fascinating myth and complete ignorance, such as the Ptolemaic cosmology that was once supported by religious realism. Even the “laws” of modern physics, which are backed by a great deal of research and experimentation, may face new ideas in the future.

The existence of “empirical research data” also leads to confusion about what the word “fact” means. Aristotle believed that objects of different masses fall at different speeds from the same height. Aristotle’s data was considered correct until Galileo discovered his law of falling objects. But Galileo changed this perception of this

fact with his law of falling objects. He proved that objects of different masses falling from the same height cover the same distance in the same time. If one keeps these problems in mind, it is understandable that the realist view can lead to closed-mindedness and narrow-mindedness. If one already has the truth (whether religious or scientific), one is less motivated to search further. This view is antithetical to philosophy, because it discourages free thinking and the free search for knowledge.

The core of the controversy within the realist tradition is the problem of testing. A realist idea is that everything that exists, everything that is quantifiable, and everything that is measurable must be tested by everyone, from students to teachers. The experimental movement has been promoted as scientific and data-based, and in some quarters, it has gained almost uncritical acceptance. Testing is not universally accepted as a moral standard and cannot accelerate social progress. Because the standard established by testing is nothing more than a series of questions and answers. Therefore, the test criteria cannot be moral criteria or social criteria.

A similar criticism applies to statistical research, such as opinion polls and other types of data sampling. The assumption is that what is obtained through statistical research is scientific and factual; as a result, the researcher believes that these results reveal some truth. What can happen is the “Pygmalion effect”; that is, the data can influence the views of a teacher’s class members. This dangerous belief in “factual data” has received widespread attention in professional journals, but it seems that such experiments are becoming more common rather than less common. It is almost as if teachers have fallen into the trap of believing in anything labeled “scientific data.”

Some school systems require a competency test for prospective teachers. The National Teacher Exam is another type of test designed to ensure that teachers have a basic understanding of the profession before they can be licensed. Such a trend can provide valuable objective support to those concerned with the quality of education, but some critics argue that such tests are culturally biased and punitive against different social groups. Perhaps in light of the debate over the test, we should consider the other extreme presented by the Russian teacher Makarenko, who said that whenever he received a file against a student, he threw it into the fire so that it would color his objective opinion of that person. Realism, being objective and scientific, tends to downplay the importance of people and human life. The end result of the evolutionary process is that humans live in a world that can best be explained by the various physical sciences. This physical science explanation of man is not so much false as untrue, because it fails to present us with the full truth [47].

There is a power greater than man in the universe that produces truth, beauty, goodness, and the development of personality. Man is not a creature in an indifferent or hostile world. The creative urge in him is inherited from the universe that created him. His aspirations are a reflection of his own inherent potential. Meaning, purpose, and values are somehow structurally present, so that human ideals are partly an expression of cosmic processes. From this perspective, moral and religious aspirations, religious views of life and the world, and the search for companionship and God are fundamentally legitimate [48].

Finally, the realist advocacy of discipline and hard work has been criticized for several internal difficulties. Some religious realists have supported the doctrine of original sin, a view that has led to the belief that humans

are inherently corrupt, lazy, and inclined to injustice. Modern secular realists, however, reject this view. The "hard work and discipline" syndrome and its emphasis on real truth have been fiercely attacked and debated by contemporary proponents of experiential education, from Rousseau onward. These proponents argue that it is just as reasonable to take the opposite view as it is to the good, energetic, and naturally curious tendencies of humans. Education should not be forced upon people; rather, it should be delivered in a pleasant and enjoyable manner. Both positions, either strictly rigorous or purely pleasurable, are extreme and are criticized for the same fundamental flaw; namely, that they are convinced that human nature can be determined or that it is inherently good or bad. The point is that realism is criticized for its narrow and limited view of human nature, and that this view has had a debilitating effect on schooling and educational theory.

## **10. Conclusion**

Despite its flaws, the realist philosophy of education often enjoys strong support from many teachers, parents, business leaders, religious institutions, and grassroots groups in the United States and other countries. The realist view emphasizes things that are not considered important to people but are necessary for living. A large section of the public believes that discipline is the main problem in schools, and the realist philosophy of education has gained popularity in public work because of its emphasis on discipline. The emphasis on discipline includes not only behavior, but also a disciplined approach to content, education, and life activities. When one examines the existing school practices in the country and abroad, it is seen that more school policies follow the realist philosophy of education than any other single philosophy. However, it is noteworthy that the realist education system is objective and often adopts a scientific approach. In this regard, while the realist education system plays a somewhat effective role in the curriculum or implementation of educational policies in any country, it is noticeable that several fundamental issues are absent from this education system. For example, there is a lack of progressive thinking and a lack of creative thinking. Similarly, there is a lack of literary values, religious values, social values and morality. Since these things are lacking in realistic education, we cannot consider it as a complete education system. Our education system should be such that, along with the excellence of technology and science, it should awaken humanity, social and moral values. Only then will we be able to develop our society, state and the world as a humane world, solve ever-new problems and keep ourselves engaged in the search for ever-new discoveries for the welfare of people.

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