

"The educational system in Plato and Aristotle: the reception and revival of their views on education by later writers"

The field of education seems to have occupied many writers in the classical period (5th-4th century BC), but also later writers, as they successfully presented their views on education through their work. The aim of this doctoral dissertation is to present the views of Plato and Aristotle on education, to focus on their educational systems as proposals, as well as, their application in their schools, making a comparison of their educational proposals and finally to study the reception of their views on education by later writers.

For Plato, education must be continuous, being the only means of freeing the captives from the shadows, they are forced to face in the cave while imprisoned (*Republique* 514a-517d) declaring the mental turn of the soul's eyes towards knowledge and the Good (502c- 509a). In the first stage, the systematization of the educational framework will be studied as proposed mainly in *Republique* and *Laws*, its structure in educational levels with an age limit of classification, starting from the age of one year. Additionally the role of dialectics in the educational process and the connection of Platonic education with the social position of the apprentices making special mention in the education of guards, lords and philosophers, who according to Plato had a duty to rule and educate the *Republique*. The research will also focus on the courses taught, examining the selection criteria of the courses that compose the Platonic curriculum, their connection with specific educational stages and the way they are taught according to the audience. In addition to his theoretical formulations for the educational system, Plato had the opportunity to lead a School, the famous Platonic Academy, which gathered the brightest spirits and nurtured important scientists of the time, such as the mathematicians Speusippus, Theaitos, Heraclius Heraclius and others, giving Plato the opportunity to somehow apply some of his views in a specific context and simultaneously, to control his view of education that is to say that education contributes to the formation of philosophers capable of governing and rulers capable of philosophizing. In this light, the reality of the Platonic educational proposal as it was experienced in its application in the Platonic academy will be examined through indirect testimonies about the duration of study at the Academy, the system that prevailed for teachers and students, the courses offered the public and the administration.

Aristotle, on the other hand, seems to start from the position that man is «φύσει πολιτικόν ζῷον» (*Politics* 1, 1253a), which is why he considered education part of politics. Education offers man what nature cannot offer him, leading him to freedom and virtue. The regime is inextricably linked to the political spirit of the youth for this and it is the duty of the state to continuously educate its

citizens. Our aim is to examine, therefore, the Aristotelian proposal for the *cursus studiorum*, its structure in educational stages within students' age limit, the teaching methods used in the educational process by studying the role of dialectics as an influence by Plato, but also the use of induction, reasoning and supervisory teaching. A more specific study will be conducted on the courses taught, their variety, the selection criteria based on the audience, the experiences, the age and the social status of the students, while the value of teaching a balanced body and mind education system will be examined. Both for young people and for the state at large. Another issue to be studied in the proposed doctoral dissertation is the nature of education (public or private) during Aristotle's time and his position regarding the value and role of home teaching and "private" education depending on the quality of the knowledge provided. Following in the footsteps of his teacher, Aristotle applied his theoretical views on education in his own School, which after his death was called "Lyceum" or "Walk", in which he managed to highlight important scientists of the time such as Theophrastus, Eudemus of Rhodes, Aristoxenus and others who engaged in philosophical and scientific research. In the context of the Aristotle School, the study will focus on the application of Aristotle's pedagogical proposal, the role of education for man, the need to establish an organized educational process with a set of courses, principles, rules of administration and teaching and various educational methods that will succeed to cultivate citizens physically and mentally.

In a third and final stage, the uptake of views on the education of Plato and Aristotle by later writers will be studied, focusing on the survival of these views to the extent that later ones assimilated or differentiated their works from the Aristotelian or Platonic model of education. For example, we will examine the way in which the neo-Platonic scholar Proclus, forms his own curriculum, which includes the lessons of geometry, astronomy and music, emphasizing the educational character of the latter under the influence of Plato (*Comments on the Platonic dialogue Alcibiades I*'), as well as the way in which he utilizes the Platonic dialectic as a method of searching for truth (*Memoir to the First Alcibiades*, 8-8.23). Another example could be the neo-Platonists Plotinus and Porphyry, who dealt with music education in the footsteps of Plato, while the issue of education in particular dealt with many other writers, such as Lucian, Plutarch, Basil the Great and others. In which we are going to look for evidence of the exploitation of Platonic and Aristotelian views on education. Finally, the Platonic and Aristotelian projects have gone through the centuries and are even reflected in the establishment of modern institutions, such as the Academies, the statutes of which we will study to seek possible references to the Platonic Academy and its ideas, as for example with the Academy Florence.