

THE NIGERIAN CHILD IN PLATONIC EDUCATIONAL
CONSCIOUSNESS FOR SUSTAINABLE NATIONAL DEVELOPMENT

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Abstract

Plato, through the theory of knowledge and rational capacity of the individual, recommends the training of the mind, the values of mental abilities to the effects of the societal growth, especially the courses on the Sustainable National Development (SND) in our contemporary civilization. Such Plato philosophy of education which is based on his theory of knowledge recognizes that there are indispensable needs to assess the nature or contents of education the human person with the purposes of whether the minds are properly formed or not. This is on the thrusts of education based on the values of idealism as the foundational philosophy of development; the focus on virtue; the pursuit of rational knowledge; the state involvement in the child education; the embrace of meritocracy; and the projection of moral and civil education as a way of living. Hence, this paper is positioned to explicate the placement of the Platonic philosophy of education consciousness for the training of the Nigerian child who is faced with many contents of learning associated the contemporary demands of developmental contents and values, especially the courses of SND. Therefore, the paper tries to explain the meaning and societal conception of Platonic philosophy of education with special reference to its applications and consideration in education of the minds for the development of the Nigerian child, and to situates education within the societal workability of the minds as the seat of discipline, innovation and creativity which help the individual as a teacher or learner in making good use of mental (spiritual and moral) capabilities through the understanding of their idealistic consciousness. Adopting the phenomenological method of analysis, the paper concludes that there are indispensable needs for the Nigerian child to strive meaningfully in training his or her minds in order to reasonably contribute the courses of SND.

Keywords: Education, idealistic Consciousness, Education, Sustainable National Development (SND), Liberal Art, Educational Curriculum

Introduction

We may philosophically agree that the human person is composite of the body and spirit or mind, and the child is expected to be developed holistically and sociologically in order to have a balanced personality for his or her society. This is on the conviction that the contents of

development are mind dependent. Such is the expectation of every meaningful society.

Hence, there is a common African belief and it states that a child must learn the necessary skills to become a self-sufficient adult with minimal outside help. This has a clear parallel with the Nigerian system, which is struggling to provide a viable educational system for its youth. The failed implementation of the national education policy, has essentially resulted in a system of no education at all. The policy itself was rather flawed, and it is almost certain that it will be repeated. Unfortunately, 20 years after its initiation, the Nigerian government fails a generation of school children every four years by not providing an effective and relevant system of education. Once it has been acknowledged that the current system is not worthy, the decision to revolutionize the system is expedient.

Thus, there must be some serious consideration by the Nigerian government to provide an effective education for its youth. The very future of Nigeria's society rests upon the youth, and a new generation of leaders must be found. This idea of the necessity of change for the better is what underpins Plato's philosophy. Thus, we can understand that Plato's ideas have a certain relevance to the current situation in Nigeria. Therefore, the paper will provide a critical evaluation of Plato's theory of education and its implications for the training of a Nigerian child. It will discuss the ideal of education as proposed by Plato and its implications for the training of the guardian class. The aim is to critically assess the relevance of Plato's educational philosophy to Nigeria's educational system and propose any necessary reforms. To achieve this, this paper will take an analytical method.

The Human Mind, the Nature of Education and the Purposes of Philosophy of Education

The brain produces the mind through cultivation. Thus, the structure of the mind is not a priori, but culturally developed. The logic, semantics, and conceptual framework of a mind are all cultivated. While feeling is a natural function of the mind, all feelings of a mind are concept-laden or concept-mediated. A person is educated to think better, to feel in a certain way, and to have a better taste; the mind educated and civilized is better than the mind uneducated and barbarian.¹

The key here is that a knowing mind is a constructor and a constructing space, not merely a knower akin to a mirror or a camera in the process of knowing. It should strike us as self-evident that the more we know, the more we can know. What does this tell us? It tells us about a unique relationship between knowledge and mind.² The fact that the more the mind knows, the more the mind can know is a fact that the more the mind knows, the more the mind is expanding its horizon in which things can be known and make sense to the mind, and expanding its space that can house more knowledge; that the more the mind knows, the more the mind enriches, refines and develops its semantics to increase its capacity to interpret and construct meaning.

Education from the standpoint of knowledge and the human concept is about empowering

¹Xunwu Chen, Knowledge and the Human Mind: Phenomenology and others

²Xunwu Chen, Knowledge and the Human Mind: Phenomenology and others

people to acquire their full potentials and have meaningful impacts in the society. It acknowledges that schooling is no longer really about intellectual growth, however also about creating emotional Genius and interpersonal expertise that are integral for constructing relationships, enticing in significant communication, and navigating the complexities of the social world.³ Hence, philosophy of education is the application of philosophical tools in questioning how the human person is educated. It is about the management of the contents, processes and policies of knowledge development (the intending inputs and outputs of learning and teaching for the purposes of human and societal formation, information and reformation). This is on how knowledge is developed and the modality of which such knowledge is transferred from one person who is a teacher to another person who is a student.⁴ Furthermore it is the study of the fundamental nature and purpose of education. It involves examining the goals, methods, and meanings of the educational process.

Plato's Philosophy of Education

Plato, one of the most influential philosophers of all time, placed a significant emphasis on education as a means to shape individuals and society. His philosophy of education, expounded in works like "The Republic" and "The Laws," is rooted in his broader philosophical framework and his vision of an ideal society governed by philosopher-kings. In this overview, we'll explore the key aspects of Plato's philosophy of education, including its goals, methods, and implications.⁵ with the theory of knowledge, the thrust characteristics of education of the human person are based on the values of idealism as the foundational philosophy of development;⁶ the focus on virtue;⁷ the pursuit of rational knowledge;⁸ the contents of the Allegory of the Cave;⁹ the state involvement in the child education;¹⁰ the embrace of meritocracy;¹¹ and the projection of moral and civic education as a way of living.¹² These characteristics encapsulate Plato's vision of education as a transformative process that

³John, Dewey. *Experience and education* (New York: Macmillan company, 1953), p 17.

⁴Philip Isanbor, "Philosophy of Education." (Course notes for PHL324, Seminary of All Saints, Uhie-Ekpoma, March 4, 2024).

⁵Benjamin Jowett and Lewis Campbell, eds., *Plato's Republic*. Oxford: Clarion Press, 1894, p. 324.

⁶Plato's educational philosophy is rooted in his idealistic worldview, where he envisions an ideal society governed by philosopher-kings who possess wisdom and virtue. Education plays a central role in realizing this ideal by shaping individuals into morally upright and intellectually capable citizens.

⁷Plato emphasizes the cultivation of virtue as the ultimate aim of education. He believes that true knowledge leads to moral excellence and that education should instill virtues such as wisdom, courage, temperance, and justice in individuals.

⁸Education, for Plato, is not just about acquiring information but about the pursuit of knowledge and truth. He advocates for a holistic education that includes the study of mathematics, science, philosophy, music, and physical training, with the goal of developing individuals who are intellectually curious and critical thinkers.

⁹Plato's famous *allegory of the cave* illustrates his view of education as the process of enlightenment. He suggests that individuals are initially trapped in a state of ignorance, but through education and philosophical inquiry, they can emerge into the light of truth and understanding

¹⁰Plato believes that the state has a crucial role to play in education. He argues that it is the responsibility of society to provide a comprehensive and equitable system of education for all citizens, with the aim of fostering social cohesion and individual flourishing

¹¹Plato advocates for a meritocratic system of education, where individuals are educated according to their abilities. He believes that everyone has a unique role to play in society and that education should be tailored to develop each individual's talents and potential.

¹²Plato emphasizes the importance of moral and civic education in creating virtuous citizens who are committed to justice and the common good. He argues that education should instill a sense of duty and responsibility towards the state, as well as a commitment to upholding moral principles.

shapes individuals into morally upright, intellectually curious, and socially responsible citizens.

Plato's educational philosophy is deeply intertwined with his metaphysical and ethical beliefs. Central to his worldview is the notion of the Forms, abstract entities that represent the ultimate reality behind the physical world. Plato argues that true knowledge comes from apprehending these Forms through dialectical inquiry, rather than through mere sensory experience.¹³ This flows to his affirmation that learning is finding out what you already know, doing is demonstrating that you know it, teaching is reminding others that they know just as well as you.¹⁴ Furthermore Plato asserts that life in the society must be rooted in knowledge which must be universal, hence holding that education consists in self-development, self-realization and self-cultivation of innate ideas that subsists in the child.¹⁵

In "The Republic," Plato presents the allegory of the cave to illustrate the transformative power of education. He suggests that individuals are initially trapped in a state of ignorance, but through education and philosophical inquiry, they can emerge into the light of truth and understanding.¹⁶ On the methods of education Plato advocates for a rigorous system of education that begins in childhood and continues throughout life. He emphasizes the importance of a well-rounded curriculum that includes the study of mathematics, science, philosophy, music, and physical training. Plato believes that education should be intellectually stimulating and morally uplifting, nurturing individuals' intellectual curiosity while instilling in them a sense of moral responsibility. Plato also stresses the importance of the state in education, arguing that it is the responsibility of society to provide a comprehensive and equitable system of education for all citizens. He advocates for a meritocratic system in which individuals are educated according to their abilities, with the goal of maximizing their potential contribution to society.

This Philosophy has profound implications for our understanding of the purpose and value of education in society. It highlights the importance of education as a transformative process that shapes individuals into morally upright, intellectually curious, and socially responsible citizens. Plato's emphasis on the pursuit of knowledge and the cultivation of virtue continues to resonate in contemporary discussions about the goals and methods of education. However it remains a foundational text in the history of educational thought. His emphasis on the pursuit of knowledge, the cultivation of virtue, and the role of the state in education continues to influence our understanding of the purpose and value of education in society.

By exploring Plato's ideas, we gain insight into the enduring quest for wisdom and the perennial importance of education in shaping individuals and societies. Hence, In "The Laws," Plato further develops his ideas on education, stressing the importance of moral and civic education in creating virtuous citizens. He argues that education should instill a sense of duty and responsibility towards the state, as well as a commitment to justice and the common good.¹⁷ Overall, Plato's philosophy on education continues to be influential today, shaping our

¹³Jowett and Campbell Plato's Republic, ³²⁶.

¹⁴M. M. Uzomah & P. O. Isanbor., *Philosophies and Theories of Education* (Nigeria: Eizy Print, ²⁰¹⁹), ²⁰².

¹⁵M. M. Uzomah & P. O. Isanbor, *Philosophies and Theories of Education*. ²⁰³⁻²⁰⁴.

¹⁶Jowett and Campbell Plato's Republic, ³⁴⁰.

¹⁷Benjamin Jowett, *The Law* (Cambridge: University Press, ²⁰¹¹), ⁴⁴⁻⁷⁰.

understanding of the purpose and value of education in fostering individual growth and societal progress.

Plato's System of Education

Plato coined his educational theory as "conversion," highlighting its purpose of guiding individuals to comprehend the world, facilitating a shift from mere appearances to true reality. He stressed the importance of directing the soul's gaze towards the correct path, emphasizing the need for a conducive learning environment. Education according to Plato, is a progressive journey where knowledge accumulates with advancement. He advocated for an interactive teaching approach, fostering discussion between teachers and students, particularly targeting future statesmen to prevent inept leadership and ensure societal welfare. Plato envisioned education as a holistic endeavor, comprising physical, intellectual, and moral aspects, aiming to cultivate individuals into morally upright citizens for the betterment of both society and the individual. Central to his educational philosophy is the pursuit of knowledge of the Good, nurturing individuals to reach their full potential while prioritizing the well-being of society, as reflected in his assertion that "Education is the first and the fairest thing that the best of men can ever have."¹⁸

Features of Platonic Educational Theory

- ❖ Plato advocated for compulsory education within his *Republic*, emphasizing that children should attend school regardless of parental consent.
- ❖ Education, according to Plato, serves to prepare individuals for the perception of ultimate reality, making it crucial for future endeavors.
- ❖ Plato's educational system aimed to mold young minds effectively, recognizing the significant potential for development in early education to shape individuals.
- ❖ Elementary education, in Plato's view, laid the foundation for achieving initial objectives, while higher education fostered the cultivation of rationality.
- ❖ Plato asserted that education should prioritize individuals possessing innate talents, emphasizing qualities such as courage, fairness, and natural aptitude to facilitate their learning journey.¹⁹

Nigerian Educational System

In Nigeria, education is primarily a government endeavor, characterized by consistent and active government involvement. The country's education policy aims to use education as a tool for national development, evolving over time through historical changes. Introduced in 1977 and later expanded in 1985, the National Policy on Education focuses on self-realization, efficiency, national unity, and overall development encompassing social, cultural, economic, political, scientific, and technological aspects; and the educational structure,

¹⁸“Plato: Education (Presentation Themes: Critique Of Democracy, Women And Guardianship, Education, Censorship),” Ignou the people's university, accessed May⁵, 2024, <https://egyankosh.ac.in/bitstream/123456789/81650/1/Unit-4.pdf>.

¹⁹“Plato: Education (Presentation Themes).”

initially following a 6-3-3-4 system, underwent transformation in 1985 to a 6-3-3-4 system, with revisions occurring periodically. Under the 6-3-3-4 system, education consists of pre-primary, primary, post-primary, and tertiary levels.²⁰ In 1999, the Universal Basic Education Scheme was initiated, targeting the eradication of illiteracy and increasing adult literacy rates. In 2008, the Nigerian government introduced a 9-year basic education curriculum as part of the Universal Basic Education program, shifting the educational structure to a 9-3-4 format: nine years of basic education, three years of senior secondary education, and four years of tertiary education. The 9-year basic education curriculum includes lower basic education (Primary 1-3), middle basic education (Primary 4-6), and upper basic education (Junior Secondary 1-3). This program, along with recent curriculum updates, was implemented nationwide in 2014.²¹ And the 2014 national policy on education outlines compulsory and free formal basic education, spanning pre-primary, primary, and junior secondary levels, with updated objectives and curricula. Educational facilities are managed by government and private entities in accordance with the policy, regulated by the federal ministry of education and respective government levels. In 2008, the educational structure shifted to a 9-3-4 system, emphasizing nine years of basic education, three years of senior secondary education, and four years of tertiary education, with a new curriculum introduced in 2014.²²

The Nigerian Child

To understand this concept it is important to fathom that there are backdrops at different sectors in Nigeria, however so much has been said and written about Nigeria, her people, culture, economy and politics. Nigeria seems not to have equipped herself with self-knowledge and self-understanding for better development.²³ This self-knowledge and understanding begins with birth, i.e. a Nigerian child who with better understanding of self will have a directed development aligned with his/her identity. The question then is who is a Nigerian child? Here, the Nigerian Child refers to that young human being between the birth and puberty who grows into a fully-fledged man or woman with time. The child has the right to life, dignity of human person, personal liberty, etc. He/she is entitled to freedom of thought, conscience and religion, has right to freedom of expression, movement and association, freedom from discrimination.

A Nigerian child therefore is a 'Being-with' in the Nigerian world irrespective of his place of abode. The 'Being-with' in the Nigerian world has been destabilized by so many factors which have hampered his/her maximum development. Among these factors include poverty, negative change in value system, politics, civilization (devaluation of culture) and this have affected the educational system.²⁴ Thereby, ruling out the opportunity of the Nigerian child having good and formal education. This could make a negative effect in the future of a child if

²⁰L.A. Amaghionyeodiwe, and T.S. Osinubi, The Nigerian Educational System And Returns To Education, *International Journal of Applied Econometrics and Quantitative Studies* 3, no. 1 (2006), :31.

²¹Amaghionyeodiwe, "The Nigerian Educational System," p. 32.

²²Maria, Ngwu, et al., "Nigeria General Educational System: Mainstreaming Care and Integration of Sub-Normal Children Analyzing the Counselling Perspective" *International Journal of Education and Evaluation* 8, no 3 (2022): 42.

²³Okafor, Paschal Somuadina, "The Nigerian Child and National Development: A Philosophical Appraisal" *Journal of Educational and Social Research Vol. 3 (4) (July 2013): 103*, <https://doi.org/10.5901/jesr.2013.v3n4p103>.

²⁴Somuadina, "The Nigerian Child and National Development: A Philosophical Appraisal," 103.

not responded to.

Prominent Challenges in the Nigerian Educational System

The challenges facing the educational system in Nigeria cannot only be traced down to the fault of the government but also to the citizens (parents, students and teachers). Although the challenges are seem to be numerous but below are key issues or problems high jacking the Nigerian educational system:

Inadequate Funding: This could be said to be the function of the government, providing sufficient funding for the smooth running of the schools. Nigeria is one of the countries that is yet to allocate 26 percent of her budgetary allocation to education as recommended by the United Nations (UNESCO).²⁵ This goes a long way to affect education in the country. However this is one of the major problems facing Nigerian educational system. On the other hand summer scholars submitted that the major issue in educational development is shortage of funds.²⁶ One of the most serious problems threatening the survival of the educational systems is that of dwindling level of public funding in the face of rising demands and hence rising cost of higher education. This shortage of funds affects job performance and the growth of the institution.

This also cuts across poor teacher's welfare where Nigerian teachers are not motivated to produce their maximum productivity. They are not only poorly paid but cannot measure up with their counterpart in other areas. Perhaps, they are waiting for their reward in heaven as the society may say. Sometimes, the teachers do not receive their regular promotions in addition to the poor salary they receive. The lack of funding as also led to the high cost of education in the country. We hear of children who work in order to raise money to see themselves through school due to the high cost of education which their parents could not afford. We see children who after school going for their part-time jobs, student who are meant to be studying or resting off the stress of academics. This as well has some psychological effect on the child.

Inadequate Infrastructural Facilities: In institution where there are no adequate classrooms, resource rooms, staff rooms, lack of laboratory facilities, computers, and proper teachers, learning cannot be effective. Expediently, the lack of adequate infrastructural facilities is a very big problem facing the administration of public universities in Nigeria.²⁷ Many public universities in Nigeria do not have adequate infrastructural facilities. Infrastructural facilities refer to facilities aiding delivery of academic and non-academic services in educational institutions. Infrastructural facilities include; libraries, laboratories, halls, offices, administrative blocks, hostels, roads facilities, water, electricity, internet etc. The availability of the infrastructural facilities in adequate quantities will support effective administration of educational institutions and the inadequacies will prevent effective

²⁵Saturday. T. Birabil, Obitor. W. M. Ogeh, "Education in Nigeria: Challenges and Way Forward." *International Journal of Academic Research and Reflection* ⁸, No. ¹ (2020): ⁴⁵, Progressive Academic Publishing.

²⁶I. A. Udida, Bassey, U. U, Udofia, I. U. & Egbona, E. A. system performance and sustainability of higher education in Nigeria, (2009).

²⁷N. J Ogunode, Administration of Public Universities in Nigeria: Problems and Solutions. *Journal Sinesthesia*, (2020) Vol. ¹⁰, No. ² ⁸⁶⁻⁹⁴. <https://sinesthesia.pustaka.my.id/journal/article/view/55> ⁸⁶

administration of educational institutions. It is an obvious fact that students who learn in a very conducive environment, (where all the necessary facilities are available and put into good use) is far different from a child who learns in a school with no infrastructure or good learning environment. The lack of good buildings or funds to rehabilitate collapsed structures poses threat to the system performance and its sustainability. Hence education to some extent is falling due to low standard, poor infrastructural facilities planning, corruption, poor maintenance culture and inadequate funding.

Strike Actions: Strikes and all associated with them stand high to be another problem affecting university students and even secondary school students today. It has become a known fact that students across various universities in Nigeria are constantly faced with industrial actions embarked upon by the Academic and Non-Academic Staff Unions of various institutions.²⁸ The disagreement or lack of understanding between government and unions arising from non-implementation of agreement reached, often results in deadlock that usually disrupts academic calendar. As academic activities are suspended for a long period, there is a backdrop to the process of formal education. More so, riots by students and other issues contributing to strike actions or temporary shut-down of universities which threaten the stability of institutions as well, affect the overall performance of students and the staff in general.²⁹

Poor Management of Education: Educational management in Nigeria most times is faced with conflict of managerial roles existing between the federal, state and local government on the management of schools.³⁰ The performance of the administrator should be sustained through the proper utilization of material and human resources in the achievement of the institutional goals and objectives. A lot of higher education system managers do not poses the charisma, or good human relations needed for effective and efficient leadership.³¹ The poor administration also causes poor performers of the students.

Insecurity: This can be seen as both internal and external. Insecurity in Nigeria at large cuts across all areas. It is important to note that there are different factors causing low security, and one of them is the notorious Islamic sect called *Boko Haram*. They cause insecurity by attacking educational institutions. These happen mostly in the Northern part of Nigeria. Many public universities located in the Northern Nigeria have been victims of continuous attacks. This can be seen as an external insecurity problem. Internal insecurity problem has to do with attacks from fellow student or from any of the staffs of the school. Bullying can be seen as a good example, children who perform well in school tends to drop in their academics due to the bullying they receive from their fellow student. This could be said to be one of the reasons parents rather send the children to private school which tends to be more expensive. Female children also suffer from sexual insecurity from male student and staffs in school. This does a long way in affecting them not just their performance in school but their personality as a

²⁸N.J. Okoli, Ogbondah, L and Ewor, R.N (2016)The History and Development of Public Universities in Nigeria Since 1914, International Journal of Education and Evaluation. Vol. 2 No.1, 6(2), 322-323.

²⁹Michael. M. Okolo, Gregory Deborah Mallo, "Higher Education in Nigeria: Challenges and Suggestions." *Middle European Scientific Bulletin* ISSN 2694-9970,vol 26, (2021), 58.

³⁰Birabil, "Education in Nigeria: Challenges and Way Forward." 45.

³¹Okolo, "Higher Education in Nigeria: Challenges and Suggestions." 59.

whole.

Possible Solutions

- Staring from the last point, parents are to give their children good home training, as the actions of their children are not only disgrace to the children but also to the parent.
- Security measures are to be taken in safe guiding the children, staffs and even important files of the school. Outside the security of external forces, measures are also to be taken to see to the wellbeing of every child as insecurity can come from among children. This function can be carried out by both the government and the school body.
- Proper and well trained personals should be placed in charge of the administrative functions of the school. As one man cannot run the affairs of an organization, it is batter of an administrative board to be formed.
- Government and proprietors of school should reduce the cost of education so that parents can easily afford to educate their wards. Also, teacher should be well motivated in terms of salary and other allowances so as to enable them discharged their duties effectively.³²
- Government should provide good learning environment as this goes a long way in the performance of the children.
- Teachers should be sponsored for workshop, seminars and refresher courses so as to update their knowledge.

Evaluation

Plato's theory of education primarily focuses on the idea that knowledge and virtues are essential for the well-being of an individual and society. His views on education can be divided into two main categories: the early education of children and the education of the ruling class. In this analysis, we will explore how these ideas can be applied to the training of a Nigerian child. On early education, Plato believed that education should begin at a young age, and the primary goal of education should be to instill virtues in children. He argued that children should be taught the virtues of courage, temperance, wisdom, and justice. These virtues would help them become better citizens and contribute positively to society. In Nigeria, this approach to early education can be beneficial in instilling moral values and good character in children. Nigerian parents and educators can incorporate Plato's ideas by focusing on teaching children the importance of honesty, respect, responsibility, and discipline from an early age. This can be done through storytelling, role-playing, and other interactive methods that engage children and help them understand the significance of these virtues.

On the other hand on education for the ruling class Plato proposed that the ruling class should receive a more comprehensive and rigorous education, including the study of mathematics,

³²Birabil, "Education in Nigeria: Challenges and Way Forward." 46.

astronomy, and philosophy. He believed that only those with the proper education and understanding of these subjects could effectively govern a society.

For Nigeria, this idea can be adapted to emphasize the importance of quality education for future leaders, policymakers, and professionals. Nigerian educational institutions should focus on providing a well-rounded education that not only equips students with technical skills but also fosters critical thinking, problem-solving, and leadership abilities. This can be achieved by incorporating interdisciplinary courses, encouraging debates and discussions, and promoting research and innovation. Hence, to implement Plato's theory of education in the Nigerian context, the following steps can be taken:

- a. Curriculum Reform: The Nigerian educational curriculum should be revised to emphasize moral education and character development alongside academic subjects. This can be achieved by integrating Plato's virtues into the existing curriculum and encouraging teachers to adopt a more holistic approach to teaching.
- b. Teacher Training: Nigerian educators should be trained to understand the importance of character development and how it can contribute to a better society. This can be done through workshops, seminars, and professional development programs that focus on Plato's ideas and their relevance to modern education.
- c. Parental Involvement: Parents play a crucial role in shaping a child's character and values. They should be encouraged to participate in their children's education and be aware of the importance of instilling virtues from an early age.
- d. Government Support: The Nigerian government should invest in education

Conclusion

Hence by embracing Plato's philosophy of education Nigeria can cultivate a generation of wise, virtuous, and critically thinking citizens, equipped to address the complex challenges facing the nation and the world. Therefore, the more the mind is expanding its horizon in which things can be known and make sense to the mind, and expanding its space that can house more knowledge; that the more the mind knows, the more the mind enriches, refines and develops its semantics to increase its capacity to interpret and construct meaning.

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