PHILOSOPHY AND HISTORY: ANY INTERCOURSE?

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Introduction
At present unlike in "diebus ellis" (ancient days) when philosophy was science and science was philosophy, knowledge was integral, highly integrated, specialization was unknown then; our rationality is under a kind of threat as there is continuous fragmentation and demarcation of human knowledge. Excellence is now seen more in regions of narrow intellectual confines and no longer in large frontiers of knowledge i.e. in our case in metaphysics, or epistemology or ethics and not in philosophy as such; or in economic, political or oriental history and not in history. Is it then not preposterous for one to look for any kind of relationship existing between history and philosophy in an age that specializes at an incredible pace?

In this paper we have to strive to show that there is unity of knowledge, hence intercourse of different fields of knowledge, and then fall back specifically on our topic. Obafemi Kujore in his inaugural lecture at the University of Ibadan emphasized:

*There is nothing to be gained in creating an unnecessary gap between the sciences and the humanities and in regarding both as implacable rivals; the sciences can, and should, be studied in a humanistic spirit, and the humanities can, and should be cultivated in scientific spirit.*

By strict articulation, discipline used to signify branch of knowledge, field of study, or subject of instruction and came from the Latin word ‘disciplina’ which means ‘instruction, knowledge, discipline’. If conceived broadly, it includes any field of study that exists or that will ever exist. So, regardless of fragmentation and proliferation of the disciplines, there is a relationship of kinship among them, hence, there is an intercourse: direct descent when everything was philosophy.
and philosophy was science, similarly of object, similarity of interrogator, at times method of study (investigation), language of communication, etc.

A move memory lane will aid us to recognize what happened in the past and in some places. For the Persians, in the ancient period, education of young boys consisted of riding, using the bow and speaking the truth. The Spartans known for war trained their boys in the art of endurance, and were tutored to be caning and deceitful. Plutarch in *Lycyrgus* remarks:

*The bigger boys are commissioned...to fetch wood, and the smaller ones pot-herbs. They steal what they fetch, some of them entering the gardens, others creeping very slyly and cautiously into the men’s public messes. But if any boy is caught stealing, he is thoroughly flogged, for being careless and unskillful in the act.*

He adds:

*They also steal whatever food they can, and learn to be adept in falling upon people when they are asleep or off their guard. However, any boy that is caught in the act gets a flogging and must go hungry. For the meals allowed them are scanty, so that they may by their own hands defend themselves against hunger and be forced to be adventurous and cunning*.  

There is no gainsaying that these systems of education did have an impact on our present day education. Emphasis had been paid on a practical and literary tradition/culture given foundation by the philosophical school of Plato concerned with theory of number, astronomy, geometry and music; and rhetoric school of Socrates concerned with language and literature, history, logic, law, ethics and political science. All are geared in a sense towards character formation. The Romans joined in toeing this liberal tradition in the bid to produce a lawyer or a statesman.

During the medieval period, seven arts were studied, the first three were known as the ‘trivium’ while the rest were called ‘quadrivium’ made up of grammar, rhetoric and logics; and music, arithmetic, geometry and astronomy respectively.

Having seen that disciplines were united, and pursued one goal, in a sense the acquisition of knowledge in the pursuit of truth and development of character, we have no doubt that there is a kind of nexus among them. It now behooves us to tackle specifically our topic. And we have to commence by digging into the concepts to understand them, seeing their methods, goals, etc.