

Pedagogic Darwinism

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Abstract – The present work investigates the direct relationship among school culture, pedagogic practices and Darwinism. It was used of the bibliographical research, tends as central support the origin of the species", of Charles Darwin. To establish a connection above between the central object of research and the work mentioned, there was the need to discuss the relationship between sciences of the nature and humanities. It was possible to establish a connection between Charles Darwin's theories and the school and practical culture school. That relationship has as product that was denominated like Pedagogic Darwinism.

Keywords – School Culture, School Practices, Darwinism, Pedagogic Darwinism.

I. INTRODUCTION

Observing the school every day and all the factors that involve this complex, fast and thought-provoking system, it is noted that such characteristics can camouflage certain processes, invisible to naked eyes. Besides the quotidian, it should be pointed out that the relationship between all human beings that compose this daily life, besides having its own characteristics, can also provide the same camouflage.

Establishing a relationship between disciplines within the same area is already a rather arduous task. When the proposal of connection goes beyond the area, extrapolating these limits and at the same time with the proposal of "build bridges", the challenge becomes greater and at the same time gains in complexity.

The discussion that follows aims to give the tone (just right!) of complexity to a process camouflaged in the everyday school, their culture and school practices, connecting the social sciences and natural sciences, keeping its essences. All this movement was called Pedagogical Darwinism

II. RELATIONSHIP AMONG SCIENCES OF THE NATURE, SOCIAL SCIENCES AND DARWINISM

In the same way that I/you had been and it is possible to discover the laws of the nature, the same happens when it is the laws of the society [13]. In that way, as the natural science approach the social sciences these approach of the humanities [13].

The interrelation among social sciences and natural, it should follow a methodological rigidity, that a priori has as main concern the conversion of factors, be them quantitative or qualitative, of both sciences, in factors common to the two sciences ("same weights for the same measures").

In that perspective, he/she becomes for opportune the unquestionableness of the contribution that Charles Darwin provided to the scientific community with the

publication of the origin of the species" to highlight, in 1859. Charles Darwin's studies contributed not only in the Biology, being the base of the Modern Biology [11] but, in a group of visions and interpretations regarding the life forms. Mesquita mentions that "Darwin changed the modern thought in general" [4].

Starting from Charles Darwin's theories, the idea of "Darwinism" contributed to several areas. "Other Darwinism" appeared!

According to Toledo, the idea of taking Darwinism to other areas is not new, evidencing that the fight for the existence is related so much to the physical world as for the intellectual world [14].

Important to stand out, that according to Bizzo, Darwin's Darwinism cannot be interpreted and just restricted to the idea of Natural Selection. This if accomplished, it would be a deformed simplification of a group of complex theories [3]. To Analyze Darwinism as exclusive synonym of "natural selection", is already to treat in a simplistic way a group of theories, and still to relate him/it exclusively to the "fight for the more forts" are at irresponsible least [3].

When mentioning Greene, Bizzo it points 06 (six) possible forms of "framing" Darwinism: the) Theory of the Evolution; b) Theory of the Organic Evolution for through random variation, it struggles for the existence and natural selection; c) Theory of the selection natural versus rival theories that you/they were been worth of the inheritance of the acquired characteristics; d) Philosophy of the science; and) social Darwinism; f) world Vision [3]. Starting from the concern of Bizzo in to list the possible forms of to see and to analyze Darwinism starting from Greene, here we will have as base the Darwinism starting from a combination among Theory of the Evolution with base in the fight for the existence and natural selection, philosophy of the science and world vision. They will be those the three pillars that will give sustentation here to the Darwinism used as scientific base.

The relationship with the philosophy of the science will be put because, starting from that line, the Darwinism can be used as middle of observing, in way direct, certain phenomena, facts, theories and methods.

The world vision will be used in the sense of having Charles Darwin's theories not to his/her origin area and, yes, of having enlarged her/it to other slopes of the science. That world vision is inside of that that Fernandes [6] and Azanha [1] they define as school culture. As Fernandes, the school culture is defined in the papers, norms, routines and own rites of the school [6]. Aligned to the mentioned by Fernandes, Azanha defines explains "school practices" and their correlates as the mentalities, speeches, procedures, habits, attitudes, regulations, "school results", among other, that you/they act in the school space [1].

Finally, the methodological theoretical relationship of the concepts and definitions that Charles Darwin brings in relation to the fight for the existence and natural selection, starting from the evolution of the species, he doesn't have the intention of bringing a "new Darwinism". The methodological theoretical analysis here accomplished in relation to Darwinism has the concern of approximating that theory, rich and complex, to the pedagogy as science.

III. RELATIONSHIP AMONG DARWINISM TO THE SCHOOL PRACTICES AND THE SCHOOL CULTURE

We will embark in H.M.S. Beagle, for Charles Darwin's theories, heading for the school practices and to the school culture.

A priori stands out the maxim of Piaget when that evidences in their researches that all are capable to learn. Like this, soon we got to establish direct relationship with Darwin, because "As teacher Owen it observed, there is no adult anomaly in the nature than a bird not to fly, although there are still many in that state" [5]. Therefore, the need of the education systems exists in consonance with the school to provide means so that in fact all can learn. Corroborating with the proposed line, Darwin still appears:

In that case it is possible to see with clarity that, if we want, in an ideal way, to give to the plant the power to increase in number, we should offer it some advantage on their competitors, or on the animals that attack her/it as prey. [5].

In that "division" perspective among the ones that learn and the ones that not to learn, the school failure is going taking his/her aspect, however without "form" or "responsible". In that "division", the professionals of the education, inside and out of the school conscious space or unconsciously, developing a posture where there is "a constant concern with the student that is active and speaker and a search for the ideal student: quiet and respectful of rules" [12].

Establishing a relationship with Darwin's line: Nowadays, eminent creators try for methodical selection, with a certain objective, to create a new breed or superior sub-race the any class that exists at the country. But, for our purpose, a selection form, that can be called of unconscious and that it results the attempt of each one to possess and to create the best animals, it is more important. Like this, who has the intention of creating pointers, it is natural that it tries to get the best dogs than it can and, soon afterwards, reproduce them, however without the desire or the expectation of altering the race in a permanent way. [5].

That movement of "search of Graal" makes use of the retention/disapproval as tool legitimating. For so much: Other depositions attributed the existence of the school disapproval to the fact of the school to need, to accomplish the educational process, to contain the students in agreement with the acting that they present to every school year." [9]

Starting from the exposed, we can end that the

professionals above mentioned, they go, little by little, creating or valuing the statements "good" students or "ideal" students. That movement on behalf of the failure is retro feeder of the own failure. That generates a discrepancy among the students, that, for his/her time, he/she does with that the difference in the learning and in the service, increase in a significant way.

In "search of Graal", of the "ideal student", the professionals of the education are going labeling the "incipient species" [5]. Incipient, because this will go, as they move forward the years, to be most inside the school.

Another relationship that we can establish is what Darwin brings as "monstrosity", appearing: For monstrosity I suppose that he/she understands each other some considerable resignation anomaly, usually harmful or useless for the species. [4]

It is noticed that, the professionals of the education, starting from individual failures inside the school, that somatized becomes collective failure, identify the "monstrosities", and they evidence that those students, pass the they be harmful to the other students.

That identification and lettering of the monstrosity have as next stage the extinction. Darwin points that the natural selection will cause, necessarily, the extinction [4]. The author also points out that: The theory of the natural selection is based on the certainty that each new variety and each new species are produced and they stay for presenting some advantage on those with which enter in competition; and the extinction in the less endowed ways unavoidably happens. [5]

The identification of the blind monstrosities the possibility of observation of the differences. Exemplifying, Darwin appears that:

The only difference among the organisms that a year they produce eggs and seeds to the thousands and the ones that produce very smaller amounts is that the slowest will need a larger time and of favorable conditions to occupy a whole district, no matter how extensive it is. The condor puts two eggs and the ostrich puts many, and, however, in the same area, the condor can be the most numerous of the two. [5]

The transposition of the extinction proposed by Darwin and the school calls herself escape. Starting from the growing discrepancy, reaffirmed by the professionals of the education, the process of the labeled students' extinction as monstrosity, will finish in the escape.

It is worth to emphasize that a cyclical and cumulative movement exists in that evasion/extinction process, in the which the accountability of the failure to the student appears starting from the labeling of the monstrosities.

Besides, Darwin insists on emphasizing that the natural selection won't produce the absolute perfection (...) " [5]. Therefore, it is evident that proposing a "pseudo exit" to school failure through pedagogical Darwinism will have no effect.

Starting from then on , it becomes necessary the discussion in relation to Darwin's proposal for the natural selection. Initially the biologist brings: I called natural selection the preservation beginning or of survival of the most capable. He leads to each creature's improvement in

relation to the organic and inorganic conditions of life; and in consequence, in most of the cases to the that should be considered as progress of the organization. [5]

Darwin Still Defines

The that preservation of the favorable individual differences and of the variations and to the destruction of those that are harmful gave the name of Natural Selection or Survival of the Most capable. [5]

A first relationship proposed for o(s) concept (s) of natural selection of Darwin and the school culture and practical scholars it is that:

'In the school it is learned how to be constantly prepared to be measured, classified and labeled; to accept that all our actions and omissions are susceptible of being incorporate to our personal registration; to accept to be evaluation object and besides to want her'. [9]

Mainardes Appears

The school, according to him, accepts the disapproval for the following reasons: a) the school was a selective institution traditionally; b) it is admitted that the classes should be homogeneous and c) it is believed that the punishment and the prize are forms of to provoke or to accelerate the learning. [10]

Vitor Henrique Paro also gives tracks about the natural selection, consequently, the Pedagogic Darwinism, when bringing the deposition of one of the researches:

You were not considered capable, for that it won't be 'usually' approved; but you won't also be disapproved; you will have the comfort of a recovery process - passage of a teacher's deposition. [12]

Concluding a fan to legitimize a set of ideas in relation to the Pedagogic Darwinism, Jacomini appears that:

Like this, when continuing selecting what best answers to their demands, be for the disapproval, be for not guaranteeing the means for all learn, the school legitimates the school and social exclusion through the call 'merit'. [9]

That process of natural selection in the daily school, cultured for the disapproval process, legitimating the Pedagogic Darwinism then, it is evident when Jacomini brings that:

Like this, although the disapproval is a political and pedagogic measure built by the school for the to answer a form of organization of the teaching and to the selection of the most capable, her if it turns so naturalized to the education actors' eyes and of the population that passes to be conceived as something inherent to the teaching process and of school learning. [9]

It is evident that, from the concept (s) of natural selection proposed by Darwin, we can, tends as base Jacomini [9], Paro [12] and Mainardes [10] to appear that in the daily school and his/her culture and school practices exist a Pedagogic Darwinism, where it would not predestine to the failure that that if it adapted to the system, no necessarily the most intelligent statements". For his time, those that if they didn't adapt to the system would be incipient, soon labeled as monstrosities. In that way, these would start to "do to the badly" others, said more intelligent", legitimating a natural and intentional process of extinction/evasion. This way, is glimpsed that: Like this, the school started to select who answered from

an appropriate way to the demanded education patterns. That selection happened, in first place, for the limitation of vacancies and, in second, for the disapproval of those that didn't answer satisfactorily to the established objectives for the school. In that way, the one that stayed were the more adapted it those purposes, and no necessarily the most intelligent and capable. [9]

The Pedagogic Darwinism is so voracious, that as they are going passing stages, more conditioned or adapted the students are going being. For so much:

The natural selection only acts for the preservation and accumulation of beneficial variations according to the organic and inorganic conditions which each creature is exposed in all of the periods of the life. The final result is that each creature tends becoming more and more improved in relation to their conditions. [5]

Here it is evident that, as they are going passing grade, and the evasion/extinction is going increasing, since the adaptability degree, or conditioning degree, tends to grow.

Drawing a parallel of the school culture and the school practices, with o(s) concept (s) of natural selection of Darwin, it should be stood out that, such process, the students are not able to "exclusively" be made responsible. For so much, Darwin points that in the natural selection a species won't remove advantage of the other [4], soon a student won't remove advantage of the other. Darwin insists on pointing that the natural selection comes from the general movement of the nature [4], therefore, the Pedagogic Darwinism comes from the general movement of the school culture and the school practices.

That movement of the nature, of the culture and school practices, becomes evident when Darwin exemplifies the process of natural selection appearing:

It can be said that two canine animals, in times of hunger, struggle in the reality amongst themselves to determine which will have the food and the life. But a plant in the edge of a desert fight for the life against the drought, although it was more appropriate to say than she is dependent of humidity. She also can to say that a plant that produces a year thousands of seeds, of which only one arrives to the maturity, is without a doubt struggling against the plants of the same species and the plants of other species that already collect the soil. The mistletoe is dependent of the apple tree and of some other trees, but she is to say that struggles against those trees just in a figurative sense that can, because if many gave parasites grow on one of them, she will weaken and to die. But, if several mistletoe seedlings increase committees in the same branch, it can truly be said that you/they struggle amongst themselves. As the seeds of the mistletoe are disseminated by the birds, his/her existence depends on them; and it can be said, using a metaphor, that he struggles against you hoist fruitful in the attempt of attracting birds to devour their seeds and like this to disseminate them. In those several senses that she interlace it is that I use, for convenience, the term Struggles for the Existence. [5]

Darwin still points that, the victory ideary doesn't exist in the fight for the existence [5] since the movement is global and no individual. In other words, we can affirm

that, starting from the Pedagogic Darwinism, the school failure goes away of the student and he approaches something macro, belong to the professionals of the education, be of the public politics.

It is worth to emphasize that that whole perverse process of Pedagogic Darwinism is little noticed, since of the same that in the nature Darwin admits "(...) that the natural selection, in general, acts with extreme slowness." [5]. It complements still:

(...) because the natural selection just acts removing advantage of small successive variations; he never gives a big and sudden jump, but it moves forward through short and safe, although slow steps. [5]

This way, the perversity of the Pedagogic Darwinism will pass unnoticed, since, according to Darwin:

Slow and imperceptible changes of that nature can pass unnoticed unless measures have been taken or made meticulous drawings to serve as comparison term. [5]

Starting from the moment that she don't get to identify the Pedagogic Darwinism, soon a global school failure is evidenced in the school culture and in the school practices, according to Darwin "(...) we cannot recognize - and, therefore we don't know - the wild primitive trunk of the cultivated plants there are a lot in our gardens and vegetable gardens." [4]

IV. CONCLUSION

Amid whole that movement of the daily school, with his culture and practices, the Pedagogic Darwinism gives the false impression of individual failure and sometimes chews, other times it camouflages a failure of the structure. Same if "solemnity-corroding", that structure stays solid. Beyond of that, the whole proportionate movement for the Pedagogic Darwinism is silent and with support of the meritocracy. Complementing, Darwin appears:

Metaphorically can be said that the selection natural search every day, moment, every place, the most tenuous variations, rejecting the noxious ones, conserving and enlarging all the ones that is useful, working silent and inconspicuously, when and wherever offer opportunity, (...) [5] [the translator's griffins].

Finally, the discussion and conceptualization to the that I denominated as Pedagogic Darwinism, is shown faithful and decisive the school and practical culture school. The selectivity and the "survival" of those that more they adapt to the school system reinforce that in the daily scholar not necessarily "survives" the that "learn plus", but that of it adapts the culture and school practice. In that noxious movement, the professionals of the education incorporate such practice, in way conscious or unconscious. The reflex of that incorporation is the retro feeder of the own Pedagogic Darwinism. Many demons still exist to exorcise! [7]

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