

Place and education: In the light of Proust and Thoreau

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Abstract

In this paper I attempt to explore one possible way of using *place* to rethink *nature*, the relationship between humans and nature, and the implications for education. The first section of this paper is to elucidate and discuss the sense of place. The elucidation arrives at the findings that there are profound and superficial or, placeful and placeless, senses of place. The profound sense of place, which can be elaborated via Jeff Malpas' notion 'Proust's Principle', is beneficial for conserving the place. Then I examine the possibilities of thinking nature based on this particular sense of place. The clarification finally reaches the conclusion that to understand nature as placeful is of great use to enhance nature conservation-oriented practices and thereby holds the potential for achieving eco-pedagogy, which is extremely important in the era of ecological crisis.

Keywords: ecopedagogy, nature, place, placeful, Proust's Principle