## SUGGESTION IN EDUCATION. A DISSERTATION

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649314010

Suggestion in Education. A Dissertation by William Arthur Clark

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd. Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

www.triestepublishing.com

### WILLIAM ARTHUR CLARK

# SUGGESTION IN EDUCATION. A DISSERTATION

Trieste

Che University of Chicago

### SUGGESTION IN EDUCATION.

A DISSERTATION

SUBMITTED TO THE FACULTIES OF THE GRADUATE SCHOOLS OF ARTS, LITERATURE, AND SCIENCE, IN CANDIDACY FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

(DEPARTMENT OF PEDAGOGY)

BY

WILLIAM ARTHUR CLARK, A.M. (Harvard), Ph.D. (Chicago)

÷3

.

.

CHICAGO 1900 "To know how to suggest is the great art of teaching." —Amiel's Journal.

PRINTED AT THE UNIVERSITY OF CHICAGO PRESS

MaoU

#### PREFATORY NOTE.

THE publication of this thesis has been delayed in the hope that opportunity would be found for a fuller statement of the application of the fundamental principle of guidance through suggestion to practical school work; but no time has been found for such revision, and the dissertation is now given to the printer in the form in which it was originally accepted by the Faculties.

W. A. CLARK.

NEBRASKA STATE NORMAL SCHOOL, January, 1903.

.

97 <del>\*\*</del> 29

#### ANALYSIS OF CONTENTS.

I. P	ROBLEM STATED. PA
6	<ul> <li>Nature and method of the discussion</li> <li>a) Constructive and expository, rather than research.</li> <li>b) Formulation and discussion of a single law of pedagogy.</li> <li>c) A view of the whole field from a definite standpoint.</li> </ul>
2.	<ul> <li>Pedagogy and its laws</li> <li>a) The science of education.</li> <li>b) What a science is.</li> <li>c) Education as the subject-matter of pedagogy.</li> <li>d) Accumulation of material for a science of education.</li> <li>e) Pedagogy a normative science.</li> </ul>
II. M	ENTAL GROWTH.
1.	Nature of growth in general a) Definition of growth. b) "Enlargement" and "organization" as factors in growth. c) All growth through functioning of the organism.
2	<ul> <li>How mind grows</li> <li>a) Analogy to the growth of the plant.</li> <li>b) Increase in "mental volume" and reorganisation of "mental structure."</li> <li>c) Source of the materials.</li> <li>d) Rubbed into connectous life by the friction of the environment.</li> <li>e) Saturation of the life by the content of common consciousness.</li> <li>f) Making the race knowledge individual knowledge.</li> </ul>
III. G	UIDING THE MENTAL LIFE OF ANOTHER.
1.	<ul> <li>A common assumption in all education</li> <li>s) Each person builds his own life out of the available materials and under the limitations of his environment.</li> <li>b) But one person may intentionally influence the life of another, determining in a large measure its general trend and character, without destroying its autonomy.</li> </ul>
2.	Means of guidance
IV. N	ATURE OF SUGGESTION AND REACTION.
1	Two uses of the word "suggest"

#### SUGGESTION IN EDUCATION

	(3) Professor James's criticism.
	<ul> <li>b) One person suggests an idea to another,</li> <li>(1) The introduction of an "image,"</li> <li>(2) Nature of "reaction."</li> <li>(3) Suggestion and reaction not successive stages.</li> </ul>
2.	The two schools of hypnotic theory       -       -       18         σ) The "neurosis theory."       δ)       The "suggestion theory."       -       -       18         ζ) The "suggestion theory."       -       -       -       18       -       -       18         ζ) The "suggestion theory."       -       -       -       -       18       -       -       18         ζ) The "suggestion theory."       -       -       -       -       -       18       -       -       -       18       -       -       -       18       -       -       -       18       -       -       -       18       -       -       -       18       -       -       -       18       -       -       -       18       -       -       -       18       -       -       -       18       -       -       -       18       -       -       -       18       -       -       -       18       -       -       -       18       -       -       -       18       -       -       -       18       -       -       -       18       -       -       -       18       -       -
3.	Two important facts in the suggestion theory of hypnotism 19 e) The consciousness of the hypnotized person. b) Self-determination in hypnotic action.
4	Suggestion in normal life
Ş.	"Imitation" is through suggestion
Su	IGGESTION IN EDUCATIVE GUIDANCE.
	Nature of education
2.	Teaching
3.	Affirmative character of all education
4	The law of educative guidance       31         a) No education apart from suggestion.       31         b) The teacher guides from within.       c)         c) Pedagogical suggestion a normal life process.       d)         d) Humanity essentially good.       c)         e) Examples of particular teaching acts.

#### SUGGESTION IN EDUCATION

								,	AGE
5.	Unintentional influencing a) Huntington's "unconscious tuition b) Educative guidance essentially inter- c) Employing life consciously to guide	ention		848					34
6.	Study		8		1	•	•	856	36
7.	The "recitation"		1	0.00	1	×	84	•	37
8.	The "school"	ā	12		5	1	87		38
9.	<ul> <li>Panishment</li> <li>a) Definition and explication.</li> <li>b) The three ends of punishment.</li> <li>c) Character of school punishment.</li> <li>c) Examples of classifier punishment.</li> <li>e) Punishment for neglect to do the ri</li> <li>f) Punishment to be avoided.</li> <li>e) Example in the Elmira Reformator</li> </ul>	ight.		0.00	•	•			39
VI. Ne	EGATIVE IMPLICATIONS OF THE LAW.	(°							
1.	No education apart from suggestion a) Life cannot be controlled from wit b) Teacher can only modify life.	- hout,	1		2	٠	8	8 <b>.</b> *	46
2.	No guidance without reaction a) Only active things can be guided. b) No "suggestion" without reaction.		÷.		¥		14	97 <b>2</b> 8	47
11. P#	DAGOGICAL CONCLUSIONS.								
1.	<ul> <li>Education is an affirmative process</li> <li>σ) Its aim is affirmative.</li> <li>δ) Its means are affirmative.</li> <li>c) Its methods are affirmative.</li> </ul>	•	ä		2	۲	8	1.	45
2.	Education is a personal matter - a) Attitude of the teacher toward his b) Pedagogy an ethical science. c) Individual character of teaching. d) The teacher a fellow student.	- papil		1.53	<b>1</b> 92	•22	07		50
3.	Education seeks to form character a) There is one unified aim. b) The aim is an ideal one.	11		<b>5</b> 2	*	8	1		5
	c) Education sims at present character	CE.							