

ELEMENTS OF PEDAGOGICS

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Elements of Pedagogics by J. N. Patrick

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J. N. PATRICK

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PEDAGOGICS**

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BY

J. N. PATRICK, A. M.

AUTHOR OF "LESSONS IN ENGLISH" AND "ESSENTIALS OF ENGLISH"

*Man cannot propose a higher and holier object for his study than education
and all that pertains to education.—Plato,*

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PREFACE.

The elementary principles of pedagogics are easily within the comprehension of any one otherwise qualified to teach the common school branches. With the unsolved problems of psychology the school teacher is not concerned. But to teach any subject properly requires some knowledge of the laws which govern the growth of mind. In this book special pains have been taken to apply the principles of pedagogics to the practical work of the school room.

“Elements of Pedagogics” is not a pretentious book. It is intended for those who have not already studied pedagogy, hence it aims to state concisely, clearly, and simply the well-established principles and facts of educational psychology and correct methods of instruction, yet no attempt has been made to make the subject light and easy, for the study of mental phenomena presupposes thoughtful habits of study in the reader.

Into the foot notes are gathered quotations from Sully's "Outlines of Psychology," Ladd's "Psychology," Dewey's "Psychology," James's "Psychology," Hill's "Psychology," Van Norden's "Psychic Factor," and from Spencer, Rosenkranz, Compayré, Hughes, Fitch, Rooper, Sidgwick, Thring, Locke, Page, Brooks, and White. The inquiring teacher is respectfully referred to the completer works of the authors here named for more professional light upon his chosen work.

For convenience of treatment the text is divided into two parts: Part *First* aims to present the elementary principles of educational psychology; part *Second* discusses the leading topics of practical pedagogics. In spirit and purpose this little book is strictly educational.

J. N. P.

ST. LOUIS, January, 1894.

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PART FIRST.

EDUCATIONAL PSYCHOLOGY.

The lower animals are born with an almost complete adaptation for the performance of their life functions. The colt stands when only a few hours old. At the age of three, he can do almost all he can ever do in his life-time. It is not so with a human infant. For years it is absolutely dependent on others for the continuance of its existence. No living creature is more ignorant, more defenseless, more entirely at the mercy of beings other than itself. Destined for the highest attainments of intelligence, the infant possesses the least of automatic adaptation to the conditions of life. Everything has to be learned from the beginning. Instinct is at the minimum, Intellect, undeveloped but potential, is at the maximum. Almost everything done by the child is done by conscious psychical reaction, not mechanically.—*Hill's Psychology.*