

# **HISTORY OF THE PHILOSOPHY OF PEDAGOGICS**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649296125

History of the Philosophy of Pedagogics by Charles Wesley Bennett

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](http://www.triestepublishing.com)

**CHARLES WESLEY BENNETT**

**HISTORY OF THE  
PHILOSOPHY  
OF PEDAGOGICS**



HISTORY  
—OF THE—  
PHILOSOPHY OF PEDAGOGICS

—BY—

CHARLES WESLEY BENNETT, LL. D.

LATE PROFESSOR OF HISTORIC THEOLOGY IN  
GARRETT BIBLICAL INSTITUTE



SYRACUSE, N. Y.  
C. W. BARDEEN, PUBLISHER  
1893

---

Copyright, 1893, by C. W. BARDEEN

LA13  
B47

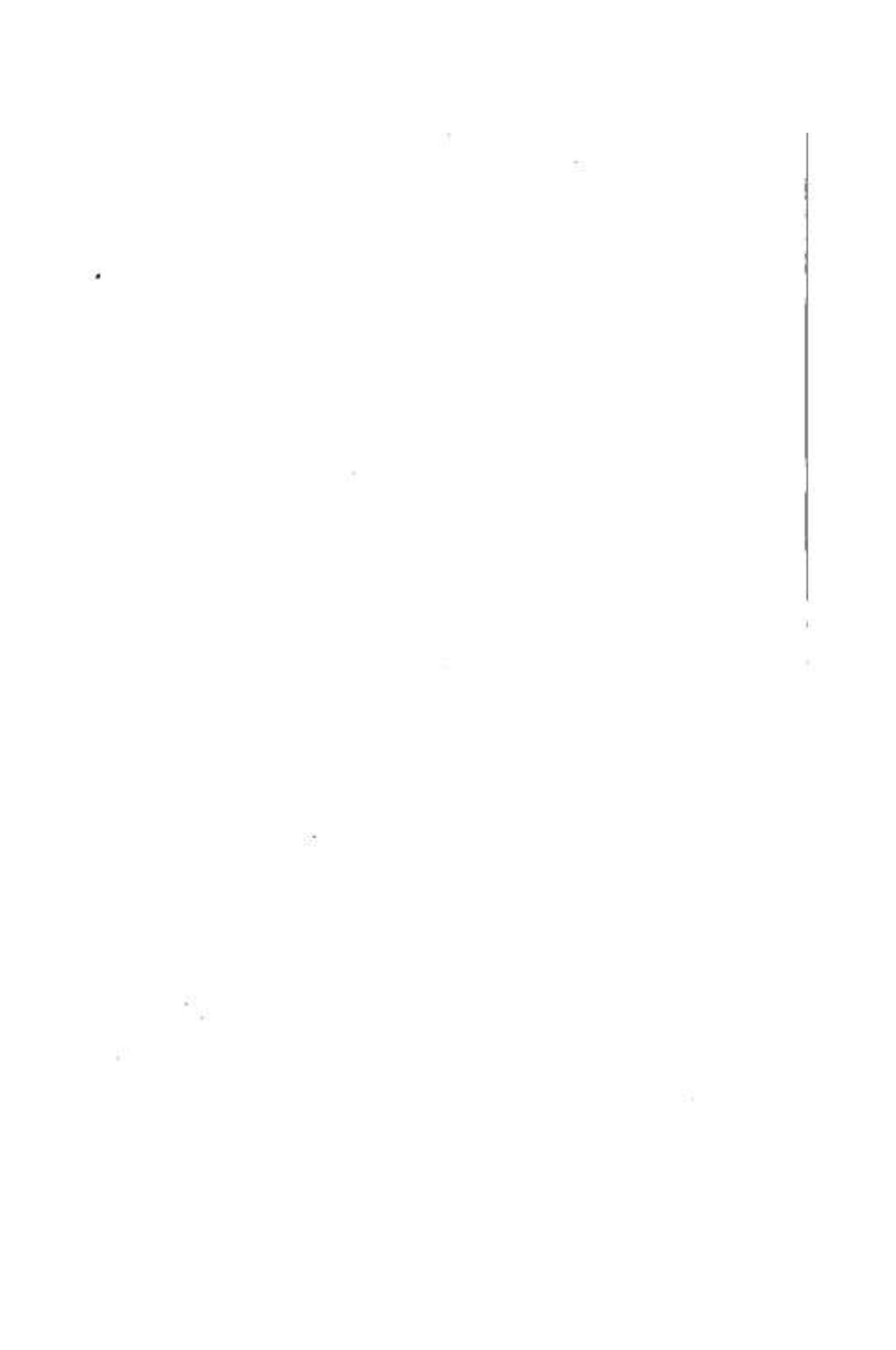
54703  
SCHOOL BELLETR. BELL, C. W. BARRETT, SYRACUSE, N. Y.

54703

## PREFACE

---

In the following brief sketch I have used whatever material and sources were to me available. I have not hesitated often to use the exact language of an author when this clearly expressed my meaning. If I have not, by proper marks, always indicated this my indebtedness, it will be excused in an essay of this character, laying no claim whatever to originality. I have been most indebted to the masterly treatises of von Raumer, Schmidt and Goldammer, and I desire to recommend most heartily these authors as thorough and exhaustive.





# History of the Philosophy of Pedagogics

---

## INTRODUCTION

The subject is a most difficult one, as will appear from an analysis.

1. *History* means primarily "inquiry," "investigation,"—and then is applied to the *results* of this inquiry and investigation. Perhaps Cousin's definition may be good enough. "History is a complete and systematically arranged account of the successive and simultaneous developments of all the elements that constitute humanity." ["Introduction to Study of Philosophy," p. 7.]

2. *Philosophy* may be variously defined, but there is in all these diverse definitions a germinal unity. It has been called the "Science of Principles," "The explanation of the reason of things," "A collection of general laws under which all subordinate

phenomena are comprehended." "The study of universal and necessary principles considered under their different aspects, and in the great problems which they solve, is almost the whole of philosophy—it fills it, measures it, divides it." [*Cousin*, "Free, Beautiful and Good." Sect. I, p. 50.] "Philosophy is *reflection*, elevated to the rank and authority of *method*."

3. *Pedagogics* is the science and art of so developing, by means of *conscious influence* on the physical, intellectual, and moral powers of man, the ideas of truth, freedom, and love that lie at the foundation of his god-derived nature, that he can meet spontaneously, and independently, his human responsibilities." (*Schmidt*, "Gesch. d. Erziehung," p. 1.)

We are, then, assigned the following task — "to give a complete and systematically arranged account of the general and necessary principles and laws by which there has been developed, by a conscious influence on the physical, intellectual and moral powers of the unfolding man, those ideas of truth, freedom and love that lie at the foundation of his god-derived nature, so that he can

spontaneously and independently meet human responsibilities."

You will immediately perceive that the field is too vast even for the most cursory examination within the time allotted to us. I have, after considerable reflection, concluded to pass by the history of the nations of antiquity, to omit all examination of the educational theories of the Christian Fathers in the Romish and Byzantine Churches, as well as the struggles of mediæval times, marvellous as they were, and briefly touch upon some of the most important and influential systems that have appeared in the Post-Reformation period.

#### I. THE REFORMERS AS EDUCATORS

A revolution in thought and life so radical and far-reaching as that of the Reformation of the 16th Century, could not leave the great subject of educational methods unexamined. The contrasts between the mediæval or church spirit, and the spirit of the new era, were sharp and irreconcilable.

1. It was the subjective *vs.* the objective.
2. It was the life of man in God and the life