

**THE ESSENTIALS OF METHOD:
A DISCUSSION OF THE
ESSENTIAL FORM OF RIGHT
METHODS IN TEACHING**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649577446

The Essentials of Method: A Discussion of the Essential Form of Right Methods in Teaching by
Charles De Garmo

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

CHARLES DE GARMO

**THE ESSENTIALS OF METHOD:
A DISCUSSION OF THE
ESSENTIAL FORM OF RIGHT
METHODS IN TEACHING**

Dr. H. T. Harris,

With the compliments
of the Author.

Normal, Ills.

Sept. 1887.

THE
ESSENTIALS OF METHOD.

A DISCUSSION OF THE ESSENTIAL FORM OF RIGHT
METHODS IN TEACHING.

Observation, Generalization, Application.

BY

CHARLES DEGARMO, PH.D. (HALLE),
PROFESSOR OF MODERN LANGUAGES, ILLINOIS STATE NORMAL UNIVERSITY,
NORMAL, ILL.

DUPLICATE
BROWN UNIVERSITY
LIBRARY.

BOSTON:
D. C. HEATH & COMPANY.

1889.

PREFACE.

ANALOGIES play an important *rôle* in all explanations of mental phenomena. This is true because nearly all our terms for mental processes and products are borrowed from sense. Among the many analogical theories of mind, and hence of education, two are particularly prominent: (1) That which regards the soul as a *germ*, containing by *involution* that which it is to become by *evolution*, — a self-active power which seizes upon its surroundings, appropriating what is useful for the development of its predetermined form and content; and (2) that theory which regards the mind at any given stage of its development as the resultant of the manifold forces of its environment, as a product more *externally* than *internally* produced.

The first of these views may be called the *germ* theory of education; the second, the *architectural* theory. According to the first notion, the mind is a self-producer of a predetermined product. According to the second, it is the result produced by the educational architect. The first conception makes the teacher merely a gardener; the second makes him an architect of mind. The first demands no science of

education from the subject-matter side; the second compels a study of mind in its more mechanical aspects, and a pedagogical adjustment of the matter of education to the laws of mind-structure. It finds the science of instruction to consist in giving rise to concepts, in co-ordinating and properly relating them. According to this idea, the science of education is the science of the concept,—knowledge, thought-power, intensity and direction of will, follow from an application of the architectonics of concepts.

At first view, these two theories are mutually exclusive; but a more careful examination shows them to be mutually complementary. The germ theory finds its truth in the idea of the *self-activity* of the mind to be educated, and in the fact that the *form* of all mental activity in knowing, feeling, and willing is predetermined, just as the form of the oak is involved in the acorn. But this analogy breaks down when the content of mind is considered. *How* knowledge shall be acquired, held and expressed is as much predetermined in the infant's mind, as the ultimate form of the plant is involved in the seed from which it springs,—the acorn never produces the maple; but *what* this knowledge shall be is not predetermined. A child left at birth upon an uninhabited island, and nourished by beasts, would become a beast, at least so far as the content of knowledge is concerned. The practical content of man's knowledge and judgment, and hence of his will and character, depends

upon influences and positive forces exterior to himself. Here the architectural theory of education finds its truth; for, *what* a man knows, the whole *content* of his knowing, judging, and willing, depends upon the kind, amount, and arrangement of the subject-matter of education. In this view, the office of the teacher is magnified: the pedagogy of the subjects of instruction becomes of the greatest importance.

Again, these two theories of education are but two figurative expressions for the manifest truth, *that there is a method in the child, and a method in the subject of study.* A complete pedagogy of instruction brings these two elements into harmony, makes them complementary the one to the other. The method in the subject at any stage exactly fits a corresponding stage of development in the method in the child. In other words, the development in the subject must be made at all stages to fit the development of the child. For this reason, the germ and architectural theories of education do not exclude but complement each other, and neither of them can be spared from a perfected science of education.

The present work deals with one phase of this adjustment of subject-matter to mind. It seeks to find the essential forms of methods of instruction, as determined by the general law of development in the mind of the child. It has therefore nothing to do with the *content* of knowledge,

but concerns itself solely with an inquiry as to *how we learn, and consequently how we must teach.*

Three-sidedness is a universal property of triangles, so is triangularity; just so, there are certain necessary and universal characteristics of all rational methods of teaching. To discover, through an analysis of the mental activities involved in knowing, what these essential elements of a good method are, is the function of this volume.

NORMAL, May, 1899.

CONTENTS.

PART I.

PSYCHOLOGICAL BASIS.

CHAPTER I.

THE INDIVIDUAL NOTION.

- § 1. FORMATION AND SIGNIFICANCE OF THE INDIVIDUAL NOTION 13
- § 2. EXTENSION OF THIS TERM TO APPLY TO THE PRODUCT OF INTERNAL PERCEPTION 15

THE GENERAL NOTION.

- § 3. LANGUAGE REVEALS THE NATURE OF THOUGHT.— A STUDY OF THE NOUN.—THE COMMON NOUN EXPRESSES THE GENERAL NOTION.—EXTENT OF THE NOUN (NOTION) 18
- § 4. CONTENT OF THE NOUN (NOTION).—RELATION OF CONTENT AND EXTENT.—PSYCHOLOGICAL vs. LOGICAL VIEW.—HOW CHILDREN FORM GENERAL NOTIONS 19
- § 5. A GENERAL NOTION CANNOT BE IMAGED.—A SCHEME FOR THE FORMATION OF INDIVIDUAL IMAGES.—EXPRESSED IN A DEFINITION 21
- § 6. EXTENSION OF TERM GENERAL NOTION TO APPLY TO ANY GENERAL TRUTH, WHETHER EXPRESSED IN A DEFINITION, A LAW, A RULE, A PRINCIPLE, OR A MORAL MAXIM 22