

**HERBART AND THE
HERBARTIAN THEORY OF
EDUCATION: A CRITICISM**

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Herbart and the Herbartian Theory of Education: A Criticism by Alexander Darroch

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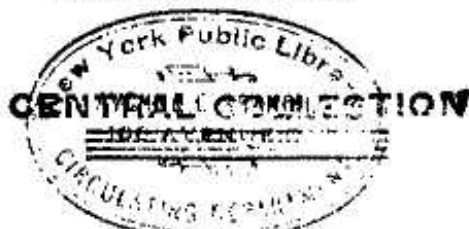
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A CRITICISM

BY

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PREFATORY NOTE

THESE Lectures were delivered in the University of Edinburgh during the past winter session, and with the exception of the last and concluding lecture, are published as delivered. To the student of psychology, I need hardly mention my indebtedness to Dr. Stout for his luminous and able articles in *Mind* on the Herbartian Psychology, and also to his psychological writings generally. To the Herbartian educationalists, named and unnamed, who have been criticised in the following pages I owe no apology, since the aim of every true student of education should be to follow the truth wheresoever it may lead. To my revered teachers and friends, Professor Laurie and Professor Pringle-Pattison, I owe much more than can be expressed in a brief prefatory note, and the best

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evidence of this is that the spirit of their teaching will be evident to every critical reader of the following pages. The general nature of the theory advanced in these lectures is but an exemplification and enlargement of the contention of Mr. Haldane in his recent Gifford Lectures at St. Andrews, that "when you are trying to trace the genesis of the development of a child's consciousness, you are driven away from the point of view"—which is called Presentationism—and that "it is purposes or ends which organise our immediate experience and give to it its appearance of reality."

The important thing for the educationist is to become fully aware that instruction is only a means to the realisation of the various purposes or ends of life, and that it is in the controlling and directing of education with a clear and explicit knowledge of the relation of the various ends to the supreme end that the work of teaching essentially consists. It needs also to be emphasised at the present day that educa-

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tional practice is explicitly, but more often implicitly, based on educational theory, and that every educational theory is founded not merely on a psychology of mental development but on some philosophical theory as to the meaning and value of human life.

ALEX. DARROCH.

UNIVERSITY OF EDINBURGH,
March 1903.