

**SYLLABUS OF A COURSE IN PEDAGOGY
EMBRACING EDUCATIONAL
PSYCHOLOGY, METHODS OF TEACHING,
SCHOOL ECONOMY AND HISTORY OF
EDUCATION**

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Syllabus of a Course in Pedagogy Embracing Educational Psychology, Methods of Teaching,
School Economy and History of Education by Edward Brooks

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EDWARD BROOKS

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PREFACE.

This syllabus of a general course in Pedagogy has been prepared for a two-fold purpose. First, it is designed as a basis of lectures by the Superintendent to the teachers of Philadelphia on the science and art of Teaching. Second, it is also intended as a suggestion or a guide to such teachers of the city as may desire to continue their educational reading or who may wish to make a more thorough study of Pedagogy than they have hitherto done.

It is to be understood that it is merely a syllabus, though a comprehensive one, and aims to suggest only the leading ideas of pedagogical thought and practice. Details are to be supplied and variations made by the individual student as may be thought desirable. While it is believed that the principles presented embrace all the leading ideas of the great thinkers on educational subjects, from the earliest times to the present day, these are not to be regarded as exhaustive of the subject, but merely suggestive of general lines of thought upon the topics considered. Teachers will remember also that many principles, no matter how broad or comprehensive, will need judicious modification in order to adapt them to the various cases that arise in the actual work of the school-room. It is suggested that the principles given be carefully scrutinized and criticised by those who may examine them, and especially by those who may be guided in their studies by this syllabus. Every professionally educated teacher should have in his mind some such outline of the theory and practice of teaching as is here presented; and it is hoped that these outlines may be at least suggestive of a scheme of educational doctrine worthy of the claim of the possibility of a *Profession of Teaching*.

The Science and Art of Teaching.

INTRODUCTION.

I. THE NATURE OF EDUCATION.

1. Education defined and illustrated. Fundamental ideas;—development and knowledge—culture and instruction.

2. Definitions of different thinkers;—Plato; Aristotle; Montaigne; Bacon; Locke; Comenius; Pestalozzi; Spencer; Bain, etc.

3. The problem of education:—Man, the object of education. Matter, the material of education. Method, the manner of education. Relation of the three elements. Divisions which they indicate.

4. Kinds of education:—Determined by the nature of man. Analysis of man's nature. Results of analysis;—(a) Physical education; (b) Intellectual education; (c) *Æ*sthetic education; (d) Moral education; (e) Religious education.

5. Grand aims of education:—Improvement of the individual; development of knowledge; progress in civilization; universal freedom.

II. GENERAL PRINCIPLES OF EDUCATION.

1. The fundamental object of education is the perfection of the individual.

2. This perfection is attained by a harmonious development of all the faculties.

3. These faculties develop in a natural order that should be followed in education.

4. The basis of this development is the self-activity of the mind.

5. This self-activity has two distinct phases: 1st, receptive and acquisitive; and 2d, productive and expressive.

6. These two phases of self-activity should be carefully co-ordinated in the work of education.

7. There must be objective realities to supply the condition for the self-activity of the mind.

8. The mind operating on these objective realities develops its powers and furnishes itself with knowledge.

9. Education, at a certain stage, should be modified by the different tastes and talents of the individual.

10. A scheme of education should aim to attain the highest welfare of society, the state, and the race.

III. THE BRANCHES OF EDUCATION.

The branches; how determined; their nature and relation; what is embraced in each; general outline of the branches.

1. Methods of Culture:—

1. Physical culture.
2. Intellectual culture.
3. Æsthetic culture.
4. Moral culture.
5. Religious culture.

3. School Economy:—

1. School preparation.
2. School organization.
3. School employments.
4. School government.
5. School authorities.
6. School systems.

5. The Philosophy of Education.

NOTE.—“Methods of Culture” includes both the physical and mental nature of man. The discussion of the culture of the mental nature is embraced under the head of Educational Psychology, which constitutes the first division of this syllabus. The subjects of physical culture, æsthetic culture, etc., are only incidentally referred to in this syllabus. The expressions, “methods of instruction” and “methods of teaching” are often used interchangeably.

2. Methods of Instruction:—

1. In language.
2. In mathematics.
3. In physical sciences.
4. In history, civics, etc.
5. In the arts, etc.

4. History of Education:—

1. Oriental education.
2. Greek education.
3. Roman education.
4. Mediæval education.
5. Renaissance education.
6. Modern education.

PART I

Educational Psychology;

Or, the Mind and its Culture.

INTRODUCTION.

I. THE NATURE OF MAN.

Man the object of education. Nature of man,—his physical nature,—his mental nature. Relation of body and mind. Education embraces the culture of both body and mind.

II. GENERAL NATURE OF MIND.

1. The Mind :—Its existence,—its nature,—distinction from matter. How to study mind :—by observation,—by language,—by consciousness. Fundamental activities,—discrimination and retention.

2. Value of a knowledge of mind to the teacher :—For its culture,—for its instruction,—for the principles of teaching,—the basis of his work.

3. Analysis of Mind :—Forms of activity, or Faculties. A faculty defined. Classes of faculties ;—Intellect—Sensibility—Will. Their nature and relation. Faculties not parts of the mind—The mind a unit.

III. GENERAL NATURE OF THE INTELLECT.

1. The Intellect defined—Its activities—Its products—The source of knowledge.
2. Faculties of the Intellect:—Perception; Memory; Imagination; Understanding; Intuition.
3. The Understanding (thought-power):—Abstraction; Conception; Judgment; Reasoning.
4. The products of the Intellect:—Ideas and Thoughts—their nature—their origin—their relation.
5. Consciousness and Attention;—their nature and functions.

IV. GENERAL PRINCIPLES OF THE CULTURE OF THE MIND.

1. The object of mental culture is the complete development of the powers of the mind.
2. One of the primary conditions of mental culture is a well-organized and healthy brain.
3. The mind is cultivated by the activity of its faculties.
4. This activity of the mind requires objective realities for it to act upon.
5. Each faculty of the mind requires a culture adapted to its own nature and activity.
6. The culture of the mind should follow the natural order of the development of its faculties.
7. The culture of the mind should aim at a harmonious development of all its faculties.
8. The culture of the mind should be modified by the different tastes and talents of a pupil.
9. The culture of the mind is not creative, but aims to develop possibilities into realities.
10. The ultimate aim of education is the attainment of the triune results of *culture, knowledge, and efficiency*.

THE INTELLECT.

I. THE NATURE AND CULTURE OF CONSCIOUSNESS.

I. Nature of Consciousness.

Its general nature; objects of consciousness; products of consciousness; unconscious mental modifications; development of conscious knowledge.

II. Mental Culture through Consciousness.

Culture through conscious knowledge. Culture through unconscious knowledge. The culture of philosophical consciousness. The culture required for abnormal consciousness.

II. THE NATURE AND CULTURE OF ATTENTION.

I. The Nature of Attention.

1. Its general nature; objective and subjective; positive and negative; relation to consciousness; relation to the will; relation to the acts of the body; number of objects of attention, etc.

II. The Culture of Attention.

1. Importance of Attention:—To perception; to memory; to thought; to genius; to success in life.

2. How to cultivate Attention:—By exercise; by observation; by reading; by study; by mathematics; by natural science, etc.

3. How to secure the attention of pupils:—By manner in teaching; by method of teaching; by appropriate subjects—novelty—variety—interest—adaptation to age, etc.

4. Habits of attention; extent of culture; remarkable examples, etc.

III. THE NATURE AND CULTURE OF PERCEPTION.

I. The Nature of Perception.

1. Its general nature defined and illustrated. Conditions of perception;—body and mind.
2. The Nervous Organism:—The Brain. The Nerves—afferent and efferent. Theories of sensation. Reflex action. The organs of the special senses,—touch, taste, smell, hearing, and sight.
3. Process of Perception:—How we perceive objects. Relation of sensation and perception. Direct and indirect perception. The forming of percepts. Knowledge given by each sense;—by touch,—by taste,—by smell,—by hearing,—by sight. The relation of sight to touch.
4. Herbart's doctrine of Apperception. Its educational value.

II. The Culture of Perception.

1. Value of this culture. Neglect of culture. Differences of perceptive power. The time for culture. Sense culture the basis of the new education.
2. Methods of cultivating Perception:—By exercise; observing with attention; observing minutely; object lessons; drawing; natural history; formulas for observation, etc.
3. Culture of the special senses:—(a) Lessons to cultivate touch; (b) Lessons to cultivate smell and taste; (c) Lessons to cultivate hearing; (d) Lessons to cultivate sight.
4. Application of Perception in Teaching:—In orthography; In reading; In geography; In arithmetic; In geometry; In physiology; In drawing; In modeling, etc.