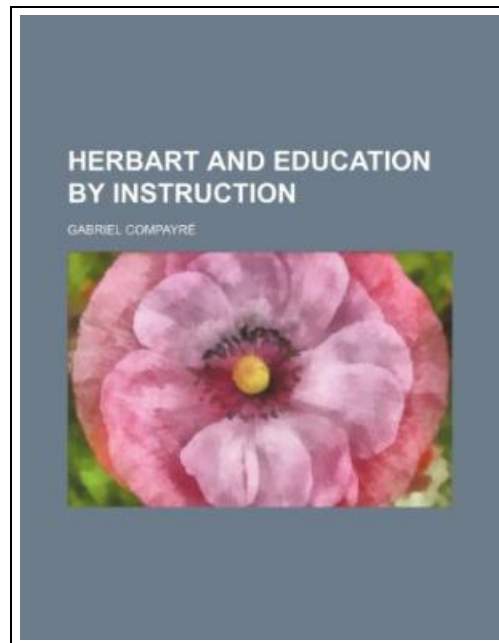


Herbart and education by instruction



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HERBART AND EDUCATION BY INSTRUCTION



RareBooksClub. Paperback. Book Condition: New. This item is printed on demand. Paperback. 34 pages. Dimensions: 9.7in. x 7.4in. x 0.1in. This historic book may have numerous typos and missing text. Purchasers can download a free scanned copy of the original book (without typos) from the publisher. Not indexed. Not illustrated. 1907 Excerpt: . . . mathematics, in which this intuitive initiation is not both necessary and possible: we shall let the children practise measuring distances, counting objects; in geometry, we shall develop their imagination by constructive plays. And this preparation through the senses for abstract reasoning in the future will begin very early. Herbart required that even in the child's cradle, different models of triangles should be put before his eyes, the form of which Herbart substituted the triangle for Pestalozzi's square, as elementary geometric form. being made with brightly shining nails, which would attract and fix his gaze. It was perhaps superfluous after Pestalozzi, it certainly is so after Herbart, to recommend intuition and object-lessons. But Herbart has this special merit, that he sets forth clearly in detail every question which he examines; he specifies everything with remarkable exactitude. At this point, for instance, he takes pains to observe that on the one hand, immediate intuition is always cut short in some direction or other, since it is closed in by the limits of time and space; it must, therefore, be completed by description;--and, on the other hand, intuition is always complex, the object being composed of different elements; it must, then, be rendered clear and simple by analysis. Herbart attaches great significance to the method of description. When the child has seen all that he can see, it is necessary for the teacher to enlarge the circle of his ideas by relating to him historical events, by talking to...

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