INTERNATIONAL EDUCATION SERIES. A TEXT-BOOK IN PSYCHOLOGY: AN ATTEMPT TO FOUND THE SCIENCE OF PSYCHOLOGY ON EXPERIENCE, METAPHYSICS, AND MATHEMATICS

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649066421

International Education Series. A Text-Book in Psychology: An Attempt to Found the Science of Psychology on Experience, Metaphysics, and Mathematics by Johann Friedrich Herbart & Margaret K. Smith

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

JOHANN FRIEDRICH HERBART & MARGARET K. SMITH

INTERNATIONAL EDUCATION SERIES. A TEXT-BOOK IN PSYCHOLOGY: AN ATTEMPT TO FOUND THE SCIENCE OF PSYCHOLOGY ON EXPERIENCE, METAPHYSICS, AND MATHEMATICS

Trieste

INTERNATIONAL EDUCATION SERIES.

EDITED BY W. T. HARRIS.

It is proposed to publish, under the above title, a library for teachers and school managers, and taxt-books for normal classes. The aim will be to provide works of a useful practical character in the broadest sense. The following conspectus will show the ground to be covered by the series:

I.--History of Education. (a.) Original systems as expounded by their founders. (b.) Critical histories which set forth the customs of the past and point out their advantages and defects, explaining the grounds of their adoption, and also of their final disuse.

II.-Educational Criticism. (A.) The noteworthy arraign ments which educational reformers have not forth against existing syn tems; these compose the classics of pedagogy. (a.) The critical histories above mentioned.

III.--Systematic Treatises on the Theory of Education. (A) Works written from the historical standpoint; these, for the most part, show a tendency to justify the traditional course of study and to defend the prevailing methods of instruction. (a) Works written from critical standpoints, and to a greater or less degree revolutionary in their tendency.

IV.-The Art of Education. (a.) Works on instruction and discipline, and the practical details of the school-room. (B.) Works on the organization and supervision of schools.

Practical insight into the educational methods in vogue can not be attained without a knowledge of the process by which they have come to be established. For this reason it is proposed to give special prominence to the history of the systems that have prevailed.

Again, since history is incompetent to furnish the ideal of the future, it is necessary to devote large space to works of educational criticism. Criticism is the purifying process by which ideals are rendered clear and potent, so that progress becomes possible.

History and criticism combined make possible a theory of the whole. For, with an ideal toward which the entire movement tends, and an account of the phases that have appeared in time, the connected development of the whole can be shown, and all united into one system.

Lastly, after the science, comes the practice. The art of education is treated in special works devoted to the devices and technical details useful in the school-room.

It is believed that the teacher does not need authority so much as insight in matters of education. When he understands the theory of education and the history of its growth, and has matured his own point of view by careful study of the critical literature of education, then he is competent to select or invent such practical devices as are best adapted to his own wants.

The series will contain works from European as well as American anthors, and will be under the editorship of W. T. HARRE, A. M., LL. D Vol. 1. The Philosophy of Education. By JOHANN KARL FRIED-RIGH ROSENKRANS. \$1.50.

- Vol. II. A History of Education. By Professor F. V. N. PADETER, of Roanoke, Virginia. \$1.50.
- Vol. III. The Rise and Early Constitution of Universities. With a Survey of Mediseval Education. By S. S. LAURIE, LL. D., Professor of the Institutes and History of Education in the University of Education, \$1.60.
- Vol. 1V. The Ventilation and Warming of School Buildings. By GLEBERT B. MOBRISON, Teacher of Physics and Chemistry in Kansas City High School. 75 cents.
- Vol. V. The Education of Man. By Farkonich FROZER. Translated from the German and annotated by W. N. HAILMANN, Superintendent of Public Schools at La Porte, Indiana. \$1.50.
- Vol. VI. Elementary Psychology and Education. By Josert BALDWIN, Principal of the Sam Houston State Normal School, Huntaville, Texas. \$1,60.
- Vol. VII. The Bennes and the Will. Observations concerning the Mental Development of the Human Being in the First Years of Life. By W. PARTER, Professor of Physiology in Jena. Translated from the original German, by H. W. BROWN, Teacher in the State Normal School at Worcester, Mass. Part I of Tax Mixp of THE CHILP. \$1.50.
- Vol. VIII. Memory. What it is and how to improve it. By David Kar, F. E. G. S. \$1.50.
- Vol. IX. The Development of the Intellect. Observations concerning the Mental Development of the Human Being in the First Years of Life. By W. PHYNE, Professor of Physiology in Jena. Translated from the original German, by H. W. BROWN, Teacher in the State Normal School at Worcester, Mass. Part II of Tun Mixto or rus Chitto. \$1.50.
- Vol. X. How to Study Geography. By FRANCIS W. PARKER. Prepared for the Professional Training Class of the Cook County Normal School. \$1.50.
- Vol. XI. Education in the United States. Its History from the Earliest Settlements. By RIGHARD G. BOOMS, A. M., Professor of Pedagogy in Indiana University. \$1.50.
- Vol. XII. European Schools. Or what I saw in the Schools of Gormany, France, Austria, and Switzerland. By L. R. Kuzanz, Ph. D., Author of "Chips from a Teacher's Workshop," and numerous schoolbooks. \$2,00.
- Vol. XIII. Practical Hints for the Teachers of Public Schools. By Grozes HowLAND, Superintendent of the Chicago Schools. \$1.00.
- Vol. XIV. Pestalozzi: His Life and Work. By Roors DB GUMPS. Authorized translation from the second French edition, by J. RUBERL, B. A., Assistant Master in University College School, London. With an Introduction by Rev. E. H. QUICE, M. A. \$1.50.
- Vol. XV. School Supervision, By J. L. PICKARD, LL. D. \$1.00.
- Vol. XVI. Higher Education of Women in Europe. By HELENE LANOE, Berlin. Translated and scoompanied by Comparative Statistics, by L. R. KLENE, Ph. D. \$1.00.
- Vol. XVII. Essays on Educational Reformers. By ROBERT HE-BERT QUICE, M. A. Trin. Coll., Cambridge, Formerly Assistant Master at Harrow, and Lecturer on the History of Education at Cambridge, late Vicar of Sedhergh. Only authorized edition of the work as rewritten in 1890. \$1.50.

.

International Education Series

.

.

15

•

EDITED BY

WILLIAM T. HARRIS, A. M., LL. D.

VOLUME XVIII,

¥8

•

22

, ,

- tir

INTERNATIONAL EDUCATION SERIES

1

A TEXT-BOOK IN PSYCHOLOGY

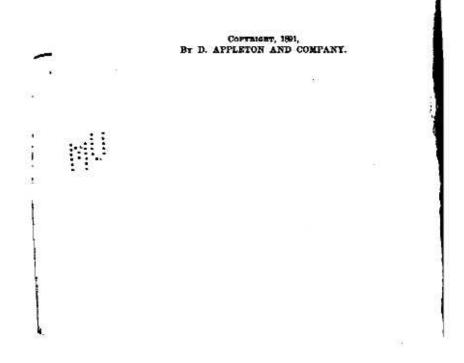
AN ATTEMPT TO FOUND THE SCIENCE OF PSYCHOLOGY ON EXPERIENCE, METAPHYSICS, AND MATHEMATICS

BY

JOHANN FRIEDRICH HERBART

TRANSLATED FROM THE ORIGINAL GERMAN BY MARGARET K. SMITH TRACHER IN THE STATE NORMAL SCHOOL AT OGWEGO, NEW YORK

NEW YORK D. APPLETON AND COMPANY 1891



EDITOR'S PREFACE.

newton Scott

THE present work is a translation o Johann Friedrich Herbart's Lehrbuch zur Psychologie, from the second revised edition published in 1834—the date of the first edition being 1816.*

The fact that Herbart's philosophical writings have given a great impulse to scientific study and experiment in education is a sufficient reason for including this volume in the International Education Series.

He succeeded Krug in 1809, and filled for a quarter of a century afterward the chair long occupied by the celebrated Kant at the University of Königsberg, supplementing his philosophical labors by founding and directing a pedagogical seminary (or normal school, as we call it in the United States). It is interesting to note that Herbart's successor at Königsberg was Karl Rosenkranz, also eminent in the philosophy of pedagogy.

Although a German philosopher and occupying the chair of Kant, Herbart set out from an entirely different basis, and produced a system unlike those of the great geniuses who have made German philosophy forever memorable. So unlike them, indeed, is his sys-

* G. Hartenstein's edition, Hamburg and Leipsic, 1886.