

# Talks On Pedagogics An Outline Of The Theory Of Concentration

[#pedagogy](#) [#concentration theory](#) [#educational psychology](#) [#learning strategies](#) [#student focus](#)

Explore the foundational principles of pedagogy with this outline of the theory of concentration. This resource delves into educational strategies designed to enhance student focus and learning effectiveness, offering insights into optimizing attention in academic settings.

Each article has been reviewed for quality and relevance before publication.

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## Talks on Pedagogics

1894. An outline of the theory of concentration. The discussion of the doctrine of concentration presented in this book is the outcome of work done in the Cook County Normal School. Contents: the child; central subjects of study; form as a mode of judgment; number and its relation to the central subjects; what can be done with numbers; attention; observation; language and the hearing language; reading and its relations to the central subjects; modes of expression; unity of expressive acts; acquisition of the forms of thought expression; speech and writing; school government and moral training; summary of the doctrine of concentration; democracy and education.

## Talks on Pedagogics

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## Talks on Pedagogics 1894

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#### Talks on Pedagogics

This Is A New Release Of The Original 1894 Edition.

#### Talks on Pedagogics [Microform] an Outline of the Theory of Concentration

This book considers the diffusion and transfer of educational ideas through local and transcontinental networks within and across five socio-political spaces. The authors examine the social, political, and historical preconditions for the transfer of "new education" theory and practices in each period, place, and school, along with the networks of ideas and experts that supported this. The authors use historical methods to examine the schools and to pursue the story of the circulation of new ideas in education. In particular, chapters investigate how educational ideas develop within contexts, travel across boundaries, and are adapted in new contexts.

#### Talks on Pedagogics

Pedagogy, both the discipline and the word itself, has had a tortured history. It has been used as a synonym for practice and acquired negative connotations that confuse it with pedantry, conferring low status on those associated with it (school teachers and professors of education). In the 1880s, for example, most university professors of pedagogy made a concerted effort to replace the term with education. In the 1960s, however, pedagogy surfaced again as an alternative to *education* in academic departments that had once openly ridiculed it. But pedagogy's fractured meaning cannot be explained away as a matter of technical jargon or political fashion. To do so conceals the power struggles between scholars and professional teachers that continue to this day. In this unusual and unprecedented volume, Salvatori uses pedagogy as a key term for understanding how American education evolved in the early twentieth century. She traces its contested meaning in a fascinating group of documents - dictionary and encyclopedia definitions, early treatises on pedagogy, professional literature, and debates about "the place" of pedagogy - and offers a critical framework for reading them.

The past that these documents uncover, Salvatori hopes, will incite sustained and responsible critical investigation of current institutional, political, and theoretical interests that, by continuing to construct pedagogy as essentially practical, a-theoretical, and anti-intellectual, simultaneously justify its ancillary status to theory within the academy.

## TALKS ON PEDAGOGICS MICROFORM

Rushdoony's study tells us an important part of American history: exactly what has public education been trying to accomplish? Before the 1830s and Horace Mann, no schools in the U.S. were state supported or state controlled. They were local, parent-teacher enterprises, supported without taxes, and taking care of all children. They were remarkably high in standard and were Christian. From Mann to the present, the state has used education to socialize the child. The school's basic purpose, according to its own philosophers, is not education in the traditional sense of the 3 R's. Instead, it is to promote "democracy" and "equality," not in their legal or civic sense, but in terms of the engineering of a socialized citizenry. Public education became the means of creating a social order of the educators design. Such men saw themselves and the school in messianic terms. This book was instrumental in launching the Christian school and homeschool movements.

### Talks on Pedagogics

John Dewey once wrote: "Education is such an important interest of life that . . . we should expect to find a philosophy of education, just as there is a philosophy of art and of religion. We should expect, that is, such a treatment of the subject as would show that the nature of existence renders education an integral and indispensable function of life." Indeed, such treatments of education are at least as old as Plato's Republic. Even so, it was not until the nineteenth century that the philosophy of education was recognized as a distinct discipline. Historically, it has been one thing to treat education in such a manner as Dewey mentions; it has been another thing to do so while deliberately making explicit a discipline with a subject matter which is in some sense distinct from that of other disciplines. The aim, in the present study, has been to study the origins of philosophy of education as a distinct discipline in the United States. In doing so, "origins" are taken to mean, first, that from which the discipline has come, and second, that which initiates, serves as a point of departure for what follows. In searching for origins, I have explored the philosophic considerations of education from which came those distinct conceptions of the philosophy of education that were to serve as points of departure for later considerations of the discipline.

### Talks on Pedagogics

The Encyclopedia of Curriculum Studies provides a comprehensive introduction to the academic field of curriculum studies for the scholar, student, teacher, and administrator. The study of curriculum, beginning in the early 20th century, served primarily the areas of school administration and teaching and was seen as a method to design and develop programs of study. The field subsequently expanded to draw upon disciplines from the arts, humanities, and social sciences and to examine larger educational forces and their effects upon the individual, society, and conceptions of knowledge. Curriculum studies has now emerged to embrace an expansive and contested conception of academic scholarship while focusing upon a diverse and complex dynamic among educational experiences, practices, settings, actions, and theories in relation to personal and institutional needs and interests. The Encyclopedia of Curriculum Studies serves to inform and to introduce terms, events, documents, biographies, and concepts to assist the reader in understanding aspects of this rapidly changing field of study. Representative topics include: Origins, definitions, dimensions, and variations on Curriculum Studies Curriculum development and design for schools Curricular purpose, implementation, and evaluation Contemporary issues, e.g., standards, tests, and accountability Curricular dimensions of teaching and teacher education Interdisciplinary perspectives on institutionalized curriculum Informal curricula of homes, mass media, workplaces, organizations, and relationships Impact of race, class, gender, health, belief, appearance, place, ethnicity, language Relationships of curriculum and poverty, wealth, and related factors Modes of curriculum inquiry and research Curriculum as cultural studies, exploring the formation of identities and possibilities Corporate, state, church, and military influence as curriculum Global and international perspectives on curriculum Curriculum organizations, journals, and resources Summaries of books and articles on curriculum studies Biographic vignettes of key persons in curriculum studies Relevant photographs

## Reimagining Teaching in Early 20th Century Experimental Schools

How and why we should educate children has always been a central concern for governments around the world, and there have long been those who have opposed orthodoxy, challenged perception and called for a radicalization of youth. Progressive Education draws together Continental Romantics, Utopian dreamers, radical feminists, pioneering psychologists and social agitators to explore the history of the progressive education movement. Beginning with Jean Jacques Rousseau's seminal treatise *Emile* and closing with the Critical Pedagogy movement, this book draws on the latest scholarship to cover the key thinkers, movements and areas where schooling has been more than just a didactic pupil-teacher relationship. Blending narrative flair with thematic detail, this important work seeks to chart ideas which, whether accepted or not, continue to challenge and shape our understanding of education today.

## Pedagogy

Challenging the prevailing belief that Mark Twain's position on religion hovered somewhere between skepticism and outright heresy, Lawrence Berkove and Joseph Csicsila marshal biographical details of Twain's life alongside close readings of his work to explore the religious faith of America's most beloved writer and humorist. They conclude not only that religion was an important factor in Twain's life but also that the popular conception of Twain as agnostic, atheist, or apostate is simply wrong. *Heretical Fictions* is the first full-length study to assess the importance of Twain's heretical Calvinism as the foundation of his major works, bringing to light important thematic ties that connect the author's early work to his high period and from there to his late work. Berkove and Csicsila set forth the main elements of Twain's "countertheological" interpretation of Calvinism and analyze in detail the way it shapes five of his major books—*Roughing It*, *The Adventures of Tom Sawyer*, *Adventures of Huckleberry Finn*, *A Connecticut Yankee in King Arthur's Court*, and *No. 44, The Mysterious Stranger*—as well as some of his major short stories. The result is a ground-breaking and unconventional portrait of a seminal figure in American letters.

## The Messianic Character of American Education

Examines twentieth century reading education. This book explores attempts by educators and psychologists to answer theoretical as well as practical questions about why only some students developed literacy skills. It looks at the efforts to prevent reading failure as well as to aid those learners who had not learned to read.

## Bibliography of Education

Following A.N. Whitehead's rhythm of education, the author provides a guide for parents and educators on raising children to thrive in times of tempestuous change. Each chapter presents exemplary educational events rich in context, and then draws on seminal research to ground her recommendations in a robust theoretical foundation.

## The Origins of American Philosophy of Education

This book offers a comprehensive picture of community-based learning in education and demonstrates how teachers can make learning more functional and holistic so that students can work in new situations within their complex worlds. School-specific descriptions reveal how teachers and students implemented community-based projects at different times.

## Class List

The memoir of an innovative American educator and the remarkable school she built—"a lucid presentation of what progressive education can accomplish" (*The New York Times*). Over a century ago, American educator Caroline Pratt created an innovative school that fosters creativity and independent thought by asking the provocative question: "Was it unreasonable to try to fit the school to the child, rather than . . . the child to the school?" A strong-willed small-town schoolteacher who ran a one-room schoolhouse by the time she was seventeen, Pratt came to viscerally reject the teaching methods of her day, which often featured a long-winded teacher at the front of the room and rows of miserable children sitting on benches nailed to the floor. In this "persuasive presentation of progressive education," Pratt recounts how she founded what is now the dynamic City and Country School in New York City, invented the "unit blocks" that have become a staple in classrooms around the globe, and played an

important role in reimagining preschool and primary-school education in ways that are essential for the tumultuously creative time we live in today (Kirkus Reviews).

### Class Lists

Exploring the relationship between the writer and what he/she happens to be writing, this text by one of the foremost scholars in the field of literacy and cognition is a unique and original examination of writing--as a craft and as a cognitive activity. The book is concerned with the physical activity of writing, the way the nervous system recruits the muscles to move the pen or manipulate the typewriter. It considers the necessary disciplines of writing, such as knowledge of the conventions of grammar, spelling, and punctuation. In particular, there is a concern with how the skills underlying all these aspects of writing are learned and orchestrated. This second edition includes many new insights from the author's significant experience and from recent research, providing a framework for thinking about the act of writing in both theoretical and practical ways. A completely new chapter on computers and writing is included, as well as more about the role of reading in learning to write, about learning to write at all ages, and about such controversial issues as whether and how genre theory should be taught. Written in nontechnical language, this text will continue to be accessible and stimulating to a wide range of readers concerned with writing, literacy, thinking, and education. Furthermore, it has an educational orientation, therefore proving relevant and useful to anyone who teaches about writing or endeavors to teach writing.

### Encyclopedia of Curriculum Studies

This book shows connections between oral story listening and unique, enduring educational effects in and outside of the classroom. Using scientific studies and interviews, as well as personal observations from more than thirty years in schools and libraries, the authors examine learning outcomes from frequent story listening. Throughout the book, Schatt and Ryan illustrate that experiencing stories told entirely from memory transforms individuals and builds community, affecting areas such as reading comprehension, visualization, focus, flow states, empathy, attachment, and theory of mind.

### Classified Reading

This is the final textual volume in The Collected Works of John Dewey, 1882-1953, published in 3 series comprising 37 volumes: The Early Works, 1882-1898 (5 vols.); The Middle Works, 1899-1924 (15 vols.); The Later Works, 1925-1953 (17 vols.). Volume 17 contains Dewey's writings discovered after publication of the appropriate volume of The Collected Works and spans most of Dewey's publishing life. There are 83 items in this volume, 24 of which have not been previously published. Among works highlighted in this volume are 10 "Educational Lectures before Brigham Young Academy," early essays "War's Social Results" and "The Problem of Secondary Education after the War," and the previously unpublished "The Russian School System."

### Progressive Education

Toward Community-Based Learning provides an essential and comprehensive view of community-based learning in the U.S.A., India, and China. It explores the foundations, development, research, and pedagogical practices available to educators, researchers, and administrators interested in building community-based relationships.

### Heretical Fictions

Using "cultures of curriculum" as a lens, this clear, compelling text reveals and critically examines the belief systems and classroom practices of curricular orientations in contemporary American society. It is designed to foster awareness, examination, and deliberation about the curricula planned for and carried out in classrooms and schools; to inspire conversations about theory and practice as well as political, social, and moral issues; and to expand critical consciousness about approaches to curriculum and practice. Readers are encouraged to give serious attention to the issues this book raises for them, and to join with their colleagues, students, and communities in considering how to create curricula with purpose and congruent practices and to reculture classrooms and schools. A framework of inquiry is presented to facilitate such reflection and to accomplish these goals. Cultures of Curriculum, Second Edition: Introduces the field of curriculum studies by describing theories and questions pertinent to curriculum inquiry Describes the process of curriculum leadership drawing from historical and

contemporary research on curriculum change and transformation Presents the concept of cultures of curriculum as a way of thinking of curriculum as cultural text encompassing histories, norms, beliefs, values, roles, and environments. Connects theory to practice by describing curricular orientations as depicted in practice, providing educators with approaches to instruction, planning, and assessment for creating intentional practices in classrooms and schools Uses a heuristic that helps educators to understand curricular orientations, examine curriculum in classrooms and schools, and reflect upon their own beliefs and practices Integrates moral and political discourse into discussions of curriculum orientations so that educators can recognize, question, and challenge aims and actions by examining dominant paradigms and both their direct and unforeseeable influences upon schooling Changes in the second edition: Four new chapters – "Narrowing the Curriculum" (current trends of standardization and high-stakes testing) "Educating Through Occupations (Deweyan progressive and career/technical education) "Sustaining Indigenous Traditions" (Native American/indigenous education) "Envisioning Peace" (peace, global, human rights, environmental education) Updates and pertinent scholarship in all chapters reflecting recent events and discourses Curricular cultures all are examples of progressive alternatives to traditional education New two-part structure: Curriculum Studies and Curricular Cultures

#### Twentieth Century Reading Education: Understanding Practices of Today in Terms of Patterns of the Past

As societies change, so do the needs of students in their education systems. This volume argues that the core professional responsibility of today's teacher is to create learning environments in which teaching and learning are linked to real-life situations.

#### The Indiana School Journal

How can teachers help their students to meet high standards of reading and writing while also preparing them to become thoughtful and productive members of a multicultural society? And why is it important to do this? In her new book, Mary Dilg brings us into her high school English classroom, where we see students reach across the social, cultural, and economic lines that divide them to build lifelong literacy skills. The book explores what happens when we introduce students to the words of a broad spectrum of American scholars, writers, and artists and then invite them to examine, debate, and negotiate the ideas presented. Dilg provides a safe space to explore complex issues and includes samples of classroom writing to demonstrate how students use their language arts classroom to make sense of themselves and their world.

#### Indiana School Journal and Teacher

Starting with Whitehead