# CONTENTS

## CHAPTER ONE

- 1. INTRODUCTION AND STATEMENT OF THE PROBLEM
  - 1.1 Person, world, and reality
    - 1.1.1 Mastering contents
    - 1.1.2 Greater mastery of contents
  - 1.2 Investigating the structure of contents
    - **1.2.1 Questions** considered in this study
  - 1.3 Introduction
  - 1.4 So much to learn, so few are able to learn
  - 1.5 The Tubingen Congress

## **CHAPTER TWO**

- 2. REVIEW OF THE LITERATURE REGARDING THE ELEMENTAL AND THE FUNDAMENTAL
  - 2.1 Johann Heinrich Pestalozzi
  - 2.2 Friedrich Froebel
  - 2.3 Johann Friedrich Herbart
  - 2.4 Friedrich Schleiermacher
  - 2.5 Otto Frick
  - 2.6 Otto Willmann
  - 2.7 Peter Petersen
  - 2.8 Richard Seyfert
  - 2.9 Josef Derbolav
  - 2.10 Eduard Spranger
  - 2.11 Erich Weniger
  - 2.12 Wolfgang Klafki
  - 2.13 Julius Drechsler
  - 2.14 Friedrich Copei
  - 2.15 Leonhard Lahrmann

## CHAPTER THREE

- 3. THE ELEMENTAL AND THE FUNDAMENTAL
  - 3.1 The elemental
  - 3.2 Pronouncements about the elemental
  - 3.3 Didactic interpretation of the elemental
  - 3.4 The fundamental

- 3.5 Pronouncements about the fundamental
- 3.6 Didactic interpretation of the fundamental

## CHAPTER FOUR

- 4. RELEVANCE OF THE ELEMENTAL AND THE FUNDAMENTAL
- 4.1 Relevance of the elemental and the fundamental for pedagogics in general [i.e., fundamental pedagogics]
  - **4.1.1 The** relationship structure
  - **4.1.2 The** sequence structure
  - **4.1.3** The aim structure
- 4.2 Relevance of the elemental and the fundamental for didactic theory and practice
- 4.3 Relevance of the elemental and the fundamental for psychopedagogics
- 4.4 Relevance of the elemental and the fundamental for historical and comparative pedagogics
- 4.5 Relevance of the elemental and the fundamental for sociopedagogics
- 4.6 Relevance of the elemental and the fundamental for subject didactics
  - **4.6.1 Source** of contents
  - **4.6.2 Existential** concentration
  - **4.6.3 The** elemental and the fundamental in the lesson structure
  - **4.6.4 Lesson** preparation
  - 4.6.5 Evaluating and measuring

#### CHAPTER FIVE

5. THE THEORY OF THE ELEMENTAL AND THE FUNDAMENTAL AND THE DIDACTIC RELATIONSHIP BETWEEN TEACHING METHODOLOGY AND TEACHING SYSTEMATICS

## CHAPTER SIX

6. RETROSPECT

# **BIBLIOGRAPHY**