

# First District Normal School

Kirksville, Missouri

VOL. XIV.

SEPTEMBER, 1914

No. 2

Published by the First District Normal School. Issued Quarterly, June, September, December, March

Entered June 25, 1902, at Kirksville, Mo., as second-class matter under Act of Congress, of July, 1894

## QUESTIONS ON PYLE'S "OUTLINES OF EDUCATIONAL PSYCHOLOGY"

By W. A. CLARK, Ph. D.

These are **study questions**, designed to stimulate and direct the pupil in the process of his study and not primarily to test results of work done. The best results will be obtained by first reading the entire assignment in the text without reference to the questions, then reading again in detail under the guidance of the questions, and finally re-reading the entire section in its unity and continuity. The student is urged to try this method, bearing in mind that reading is not getting the author's thought, but following his thought trail in one's own thinking.

1. Is there a science of education today; and is the art of teaching at present any less based on a science than is the art of medicine, or the art of farming?

2. Compare the progressive rationalizing of teaching on a scientific basis with the similar rationalizing of the art of farming.

3. Distinguish sharply the author's four groups of facts considered in a scientific study of education; and show that the third and fourth groups are the same.

4. Would not an adequate treatment of education as a science comprise **five** groups of facts: (a) the aim, (b) the child, (c) the materials, (d) the process, and (e) the school?

5. Show that in this course we are chiefly concerned with facts in the second and fourth groups named in question 4.

6. Explain the sociological aim of education as given on pages 2 and 4; and define the term "social efficiency."

7. Discuss the statement beginning in the fifth line from the bottom of page 3.

8. Describe a human being as a "psychophysical being," that is, as a unified body-mind organism.

9. Define the terms biology, physiology and psychology; and show that the author frequently uses the term biology where physiology would more commonly be used.

10. Define education as a rational endeavor of the educator.

11. Criticise the statement that "education is adjustment to environ-

ment," explaining what Horne means in saying that it is "superior adjustment to environment."

12. Discuss the statement in the fifth line from the bottom of page 5.

13. What limitations of the educator's work are noted in the upper half of page 6?

14. Explain the statement beginning in the middle of page 6.

15. How does psychology "give us a scientific basis for method;" and is the statement on page 8 that educational psychology is "almost the whole of the science of education" satisfactory?

16. What is "Educational Psychology?" Compare the term with the term "Agricultural Botany."

17. What is the significance of "human infancy," both in the growth of civilization and in the education of the individual?

18. Discuss the statements in the last two sentences of the paragraph ending on page 10.

19. Answer questions 3, 4, 5, 6 and 7 on page 11.

20. Explain the first paragraph on page 13, using the terms physiology and physiological for biology and biological.

21. State clearly the "doctrine of evolution;" and show that it is the essential background of a consistent philosophy of education.

22. What is a "natural law?"

23. Distinguish the dynamic view of the world from the static view; and tell what the old Greek philosophers meant by the doctrine that "all the world is a becoming."

24. Discuss the paragraph on page 15, showing that "the mind" and "the body" are but two aspects of one growing organism.

25. Discuss critically the paragraph beginning on page 17; and distinguish the theories of "interaction," "parallelism" and "double aspect."

26. Answer questions 2, 3, 10, 11, 12, 13, 14, 15, 19 and 20 at the close of chapter 2.

27. What is heredity; and is it "a necessary corollary of evolution?"

28. What is "recapitulation;" and the "culture epoch" theory of education?

29. State "Galton's Law;" and "Mendel's Law."

30. Show that "mental heredity" cannot be distinguished from somatic heredity, that is, that there is but one heredity of the unified organism.

31. Discuss "ativism;" the inheritance of disease; the inheritance of "acquired characteristics."

32. Distinguish "social heredity" from individual, or "natural" heredity; and tell why the children of musical parents are apt to be musical.

33. Which is more important in constructive civilization Eugenics or Euthenics?

34. Answer questions 2, 13 and 17 on pages 32 and 33.

35. Define critically the term "instinct;" and discuss the statement at the bottom of page 38 that "man is a creature of instinct and habit."

36. Is the classification of instincts on page 44, on which the author bases the next five chapters of his book, a natural one?

37. Answer questions 5, 6, 7, 10, 13, 17, 20 and 24 on pages 45 and 46.

38. Give a brief summary of the author's conception of "individualistic instincts" as presented in the fifth chapter.

39. State clearly from your own personal knowledge the extent to which "fear" is used in education.

40. What is emulation; and how can such competition be used properly in education?

41. Answer questions 22 and 24 on page 60.

42. Would we be justified in defining education as "the cultivation of instincts?"

43. Is human gregariousness as manifested in organic community life only an evolution of the herding instincts of certain species of animals?
44. What are the advantages and disadvantages of a High School student having a chum?
45. How should teachers deal with the "gang spirit" in school life? Discuss the question of High School fraternities.
46. Answer questions 9, 22 and 26 on pages 71 and 72.
47. What is the migratory instinct; and how does it manifest itself in human life?
48. What are the chief causes of truancy; and are "tramps" merely truants?
49. Can Geography be so taught as to rationalize the migratory instinct?
50. Discuss the educational use of the "collecting instinct."
51. Answer questions 3, 7, 10 on pages 87 and 88; also questions 1, 2, 3 on page 89.
52. What are "adaptive instincts?"
53. Distinguish work from play; and discuss critically the author's view of play as presented on pages 94 to 98.
54. Is work any less a natural expression of human life, in all its stages, than play?
55. How can play be used in education?
56. Discuss the paragraph on page 104.
57. From the standpoint of psychology, discuss calisthenics, gymnastics and athletics as modes of play.
58. Answer questions 8, 12, 19 and 24 on pages 105 and 106.
59. What is the psychological explanation of imitation; and how can imitation be made the basis of education?
60. Discuss the first statement in the paragraph in the middle of page 115.
61. Discuss psychologically childrens ideals.
62. Answer questions 14, 17 and 18 on page 122.
63. Give a psychological definition of "a habit."
64. Can education be defined as "a rational process of habituation?"
65. Why, psychologically, are "good habits" more powerful than "bad habits?"
66. Show that mere repetition will not establish a habit, and the consequent futility of much of the "drill work" in education.
67. Explain psychologically the "breaking of a habit."
68. Answer questions 21, 28 and 33 on page 144.
69. Show the absurdity of the statement that "the only habit to form is the habit of forming no habits."
70. What is "an exception" in the process of habituation?
71. Show the correctness of the view of "formal discipline" in the paragraph beginning on page 158.
72. Answer questions 11 and 17 on pages 162 and 163.
73. What is "moral training;" and would the term "moral education" be more significant?
74. Discuss critically the statements on pages 169 and 170.
75. Explain the meaning of "ideals" as final causes of correct life.
76. Answer questions 10, 16, and 22 on pages 182 and 183.
77. Explain psychologically the nature of "a memory" as an event of personal life.
78. What experiences do we remember best?
79. Can the memory be "trained" as an abstract power?
80. Show the psychological absurdity in the prevalent opinion that there is a peculiar memory stage in young children.
81. What is attention; and what is meant by "passive attention?"

82. Explain the statement at the beginning of the paragraph on page 212.

83. What is the relation of interest to attention?

84. Answer questions 12, 13, 17, and 20 on pages 219 and 220.

85. What is a memory image; and what is the meaning of the "law of redintegration," as given in italics on page 221?

86. What is imagination; and what is its value in education?

87. Define thinking as an organic process; and explain the nature of "conception," "judgment" and "reason."

88. Discuss the statement in italics on page 235.

89. Answer questions 4, 16 and 22 in the list beginning on page 235.

90. What is "fatigue;" and what is the distinction between "mental fatigue" and "bodily fatigue?"

91. How does a "change of occupation bring rest?"

92. Discuss the paragraph beginning on page 250.

93. Answer questions 1, 2, 11 and 12 on page 252.

94. Discuss the theoretical and practical value of the matter in chapter 17.

95. Distinguish sharply the field of the science of Pedagogy from the field of the science of Psychology; and contrast the technical meanings of the terms "educational psychology" and "psychological education."