

TYPES OF  
EDUCATIONAL PSYCHOLOGY  
TEXTBOOK QUESTIONS

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A Project  
Presented to  
the Faculty of the School of Education  
The University of Southern California

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Science in Education

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by  
Douglas Lee Baker  
January 1949

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*This project report, written under the direction of the candidate's adviser and approved by him, has been presented to and accepted by the Faculty of the School of Education in partial fulfillment of the requirements for the degree of Master of Science in Education.*

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## CHAPTER I

### INTRODUCTION

#### I. THE PROJECT

Statement of the problem. The questions that comprise this project are the outgrowth of an attempt (1) to survey the questions in the educational psychology textbooks located in the Edward L. Doheny, Jr., Memorial Library Building, The University of Southern California, Los Angeles, California; and (2) to make a collection of questions and other exercises found in these textbooks which are not only representative of all types found, but also cover the entire field of educational psychology.

Definition of question or questions. Throughout this project the term "question" or "questions" shall be interpreted to mean not only questions but also exercises, problems, experiments, etc.

Use of the study. This collection of questions will supply the student and instructor of courses in educational psychology with a wide range of material for review and instruction. Because the questions are representative of those found in many texts they will enable the user to get

a comprehensive view of the different methods of framing questions that are presently used in educational psychology textbooks. Experience shows that a list of questions stimulates the student's interest, compels his active thought and attention, and affords a useful device for the self-imposed testing of his knowledge.

## II. DEVELOPMENT OF THE PROJECT

Selection of textbooks. After a complete list of the textbooks in educational psychology was compiled from the card catalog in the Edward L. Doheny, Jr., Memorial Library, each book was inspected to determine (1) if it was an educational psychology textbook, and (2) if it contained questions or other exercises. When the textbook had been revised only the latest revision was selected.

The textbooks containing questions are listed in section A of the bibliography of this project, while those without questions are listed in section B.

It is noted that there are nearly as many textbooks containing questions or other exercises as there are those without. The actual count being fifty-five with and fifty-eight without questions.

Selection of questions. Because of the large number of textbooks in educational psychology containing questions and the large number of questions found in the majority of the texts, the original idea of collecting all the questions in these textbooks was substituted for the more practical collection of selected, typical ones.

The resulting collection is an attempt (1) to present questions and/or other exercises typical of those found in the selected textbooks, and (2) to cover with these questions and/or exercises the entire field of educational psychology.

The number of questions selected from each text in most cases approximate the number of chapters containing questions.

Under each classification the questions are arranged in reverse chronological order for ready reference for anyone interested in the historical significance of the development of questions appearing in educational psychology textbooks.

Classification of questions. The grouping of questions under classificatory headings is made for convenience, and without any intent to impose a particular system of psychology, or to imitate the order of presentation of any



one of the texts cited in the bibliography.

The classification of questions used is taken directly from The Learning Process,<sup>1</sup> the syllabus designed for use in Education 103 at the University of Southern California, Los Angeles, California. Education 103 is listed in the University of Southern California Bulletin<sup>2</sup> as "The Learning Process." The classification of questions according to the syllabus for this course was selected so that these questions may be readily used in connection with the course.

The table of contents of The Learning Process follows:

#### TABLE OF CONTENTS

##### PART I. GENERAL PRINCIPLES HOW TO DIRECT AND IMPROVE LEARNING

1. Schools of Psychology. How to direct learning according to the different plans or major systems of learning.
2. Individual Differences. How to modify learning procedures to fit the various kinds of learners and their various conditions.
3. Informal Learning. How to improve the results of learning from incidental or miscellaneous experiences outside of systematic classroom instruction.

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1 Raymond C. Perry, The Learning Process (Los Angeles, California: Raymond C. Perry, 1947), 40 pp.

2 University of Southern California Bulletin, School of Education, Vol. 43, No. 7. (Los Angeles, California: University of Southern California, August, 1948), p. 72.

4. Formal Learning. How to plan the learning process in organized classes or courses.
5. Transfer of Training. How to make training transfer from one situation to another.

PART II. SUBJECT FIELDS  
HOW TO PROMOTE LEARNING IN THE VARIOUS  
BRANCHES OF THE CURRICULUM

6. Communication. How to direct the process of learning to use language and other means of communicating.
7. Quantitative Behavior. How to help the learner to manage numerical and spatial situations or processes.
8. Personal Relations. How to improve the character, conduct, personality and social adjustments of the learner.
9. Social Institutions. How to prepare the learner to cooperate in the management of our large-group civic and social responsibilities.
10. Physical World. How to improve the learner's effectiveness in managing or controlling plants, animals, things, and forces in the natural environment.
11. Fine Arts. How to help the learner to please others by means of visual, musical, or other aesthetic media.
12. Play. How to improve the learner's use of his spare time, his play, hobbies, or leisure pursuits.
13. Creativeness. How to prepare the learner for original frontier thinking, invention, and leadership.

PART III. SCHOOL FUNCTIONS  
HOW TO OPERATE THE MAJOR SCHOOL SERVICES  
SO AS TO PROMOTE LEARNING

14. Administration. How to achieve administrative conditions most favorable to learning.
15. Counseling and Guidance. How to marshall the forces and facilities of education for the best meeting of individual problems and difficulties.
16. Curriculum. How to select, adapt, and organize learning experiences for maximum learner improvement.
17. Evaluation. How to test, measure, rate, observe, diagnose, or otherwise evaluate for the improvement of learning.

18. Research. How to make scientific investigations for the improvement of learning.<sup>3</sup>

It will be found that some questions are repeated in slightly varying forms under the same or different headings. This is a result of the overlapping of the various concepts of psychology, in so far as the same general phenomena are regarded from different points of view. Many questions were difficult to classify because they may wholly or partly be classified under two or more of the selected classifications. These questions, therefore, may as well be placed in other classifications than the one chosen.

### III. THE QUESTIONS OR EXERCISES

Name and location of questions. There is a great variation in the title given questions in educational psychology texts but the names predominating are "questions," and "problems." As a general practice the questions were located in the textbooks at the end of each chapter. Exceptions, in which questions are scattered throughout the chapters, appear at the beginning of the chapter, or in the appendix, will be noted in section A of the bibliography which contains not only the name of the questions, but also the location of the same in each textbook.

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3 Perry, op. cit., p. 2.

Number, value, and comprehensiveness of questions.

The number of questions found in each chapter of the selected textbooks varied from none to as many as thirty-two at the end of chapter nine of Hines.<sup>4</sup> The mere number of questions does not give much indication of the value or comprehensiveness of the questions. Some texts contain single questions with a short, definite answer such as:

Answer with "Yes" or "No."

Is capacity of greatest value in education?<sup>5</sup>

Define habit.<sup>6</sup>

Short questions sometimes are very comprehensive as seen in this one from Pyle:<sup>7</sup>

Write several stories for primers as they should be written.

On the other hand, some exercises include many questions or parts within one question. Following are illustrations from Skinner and Davis respectively:

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4 Harlan Hines, Introduction to Educational Psychology (New York: D. Van Nostrand Company, Inc., 1934), Ch. IX.

5 Alene Ralston, and Catharine I. Gage, Present Day Psychologies, An Objective Study in Educational Psychology (Chicago: J. B. Lippincott Company, 1931), p. 22.

6 Asahel D. Woodruff, The Psychology of Teaching (New York: Longmans, Green and Company, 1948), p. 17.

7 William Pyle, The Psychology of the Common Branches, With Abstracts of Source Material (Baltimore: Warwick and York, 1930), p. 53.

If possible, observe the everyday behavior of children differing in age, noting emotional expressions such as laughter, crying, evidences of joy, anger, fear. Classify. What appear to be the causes of emotional outbursts at the different age levels? Note instances, if any, in which an unpleasant outburst might have been prevented, and factors in the behavior of others or in the child's physical environment that appeared to precipitate emotional responses.<sup>8</sup>

Characterize briefly a vaguely remembered course of study pursued during your school years, and (a) analyze the nature of the gains of which you are still aware and (b) describe any subsequent learning experiences facilitated by such early instruction.

Types of questions. The greater number of educational psychology textbooks contain essay type questions. However, some contain many questions answerable with "Yes" or "No" such as the illustration previously given from Ralston.<sup>10</sup> A few texts contain objective type questions such as those found in the appendix of Kelly<sup>11</sup> and at the end of each chapter of Pintner.<sup>12</sup>

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<sup>8</sup> Charles E. Skinner, editor, Educational Psychology (New York: Prentice-Hall, Inc., 1945), p. 75.

<sup>9</sup> Robert A. Davis, Educational Psychology (New York: McGraw-Hill Book Company, Inc., 1948), p. 221.

<sup>10</sup> Ralston, op. cit., p. 22.

<sup>11</sup> William A. Kelly, Educational Psychology (Milwaukee: The Bruce Publishing Company, 1933), 501pp.

<sup>12</sup> Rudolf Pintner, Educational Psychology: An Introductory Text (New York: Henry Holt and Company, 1929) 378 pp.

We can measure a great growth of intelligence after the period of adolescence. (True-False)<sup>13</sup>

Following is an example of the type of question often found which refers directly to other references:

Justify early beginnings in mental hygiene education. Consult such books as Thom's Habit Training for Children, also his Mental Health of the Child. See, further, Gesell's The Guidance of Mental Growth in Infant and Child.<sup>14</sup>

Many of the questions referred directly to the preceding chapter.

What did Dr. Edgar A. Doll mean by referring (page 356) to 40 per cent of all children as "exceptional?"<sup>15</sup>

Look up further definitions of personality. How do these compare with the definitions quoted in the text?<sup>16</sup>

Sometimes the authors special purpose is reflected in his questions. Kelly states that his text "is intended for use in Catholic colleges and universities"<sup>17</sup> and reflects this in questions such as:

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13 Ibid., p. 133.

14 John M. Fletcher, Psychology in Education, With Emphasis on Creative Thinking (Garden City, New York: Doubleday, Doran and Company, Inc., 1934), p. 297.

15 Charles E. Skinner, editor, Elementary Educational Psychology (New York: Prentice-Hall, Inc., 1945), p. 356.

16 Sidney C. Garrison, and D. C. Garrison, Fundamentals of Psychology in Secondary Education (New York: Prentice-Hall, Inc., 1936), p. 577.

17 Kelly, op. cit., p. ii.

What church council declared as a doctrine that the soul is the substantial form of the body?<sup>18</sup>

Books of readings in educational psychology by Cameron<sup>19</sup> and Skinner<sup>20</sup> were used because they were intended as text or supplemental material.

Archaic Questions. In the older textbooks used in this combination there many questions that reflect the old concepts set forth therein. Note these examples:

How do instinct and intellect differ? Give five examples.<sup>21</sup>

Define sensorium; what does it include? Define motorium; what does it include? Give the office of sensor ganglia; of intellective ganglia; of emotive ganglia; of motor ganglia.<sup>22</sup>

What is meant by noumenal-perception? by noumenia?<sup>23</sup>

Name ten instincts that you observed in a child in the course of an hour.<sup>24</sup>

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18 Ibid., p. 16.

19 Edward H. Cameron, Viewpoints in Educational Psychology (New York: The Century Company, 1930), 511 pp.

20 Charles E. Skinner, Ira M. Gast, and Harley C. Skinner, Readings in Educational Psychology (New York: D. Appleton & Company, 1926, 833 pp.

21 Joseph Baldwin, Elementary Psychology and Education (New York: D. Appleton and Company, 1887) p. 23.

22 Ibid., p. 53.

23 Ibid., p. 98.

24 Walter B. Pillsbury, Education as the Psychologist Sees It (New York: The Macmillan Company, 1925), p. 76.

Collect statistics showing the inheritance of mental traits. Can you eliminate the effects of training and imitation on the traits studied?<sup>25</sup>

#### IV. REFERENCES

After each selected textbook question will be found in parentheses the authors last name, the year of publication, and the page on which the question is located. With this information ready reference may be made to the proper author in section A of the bibliography where complete information is recorded.

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<sup>25</sup> William H. Pyle, The Outlines of Educational Psychology; An Introduction to the Science of Education (Baltimore: Warwick and York, Inc., 1911), p. 32.



## CHAPTER II

## QUESTIONS ON SCHOOLS OF PSYCHOLOGY

In preparing to study educational psychology, make yourself a subject for study and investigation. Get reliable measures of your vocabulary, your speech, your eye-movement habits in reading, your attitudes, your knowledge of important subjects, your intelligence quotient, your special aptitudes and personality traits. Then during the course endeavor to make yourself into the kind of person you desire to be. (Witherington, 1946, p. 20)

Some psychologists, beginning with Rousseau, have attempted to explain the development of human behavior on an intrinsic, naturalistic, individualistic basis. Others have sought an explanation in terms of social stimulation and interaction in a cultural environment. Can you harmonize these "individual" psychologists and these "social" psychologists? (Witherington, 1946, p. 111)

State and evaluate each of the following theories of learning. How each view affects one's teaching?

Behaviorism	Structuralism
Functionalism	Gestalt theory (Configurationism)

Consult Boyd H. Bode, Conflicting Theories of Learning, or Fred S. Keller, The Definition of Psychology. (Witherington, 1946, p. 192)

Make a list of ten problems which students of educational psychology might study. Indicate which method would be most appropriate to use in the study of each problem. (Skinner, 1945, p. 16)

Differentiate between pure and applied science; between science and art. In what sense is education a science? How is it also an art? Is there actually a basic difference between science and art? Between pure and applied science? (Skinner, Elementary, 1945, p. 14)

Explain how learning facts about a unit on transportation may utilize principles of the Gestalt psychology. (Skinner, Elementary, 1945, p. 223)

Why is it probably easier to understand the various school or systems of psychology after one is familiar with the main data of the science than it is before these data are known? (Gates, 1942, p. 15)

What distinction may vividly be made between propaganda and education? (Gates, 1942, p. 501)

Comment critically upon this statement: "No teacher is psychologically equipped for his work unless he himself has a need to use some of his energies to aid in satisfying the needs of his learners." (Hartmann, 1941, p. 21)

State briefly three distinctly different and definite types of problems which in your judgment could most appropriately be investigated by an educational psychologists. (Hartmann, 1941, p. 137)

Try to recall the best teacher you ever had in elementary school, in high school, in college, or in life, and describe this teacher. Why was this teacher the best one? (Starch, 1941, p. 67)

What is the difference between the psychology and the philosophy of education? (Race, 1938, p. 13)

Which teaching positions require the greatest and which the least knowledge of educational psychology? Why? (Douglas, 1938, p. 19)

Give evidences to show that educational practices of given periods reflect the psychological beliefs current in those periods. (Fletcher, 1934, p. 30)

What logical fallacies are involved in the behaviorist's claim that consciousness should be ruled out of consideration in psychology? See Bode's Conflicting Psychologies of Learning, Chapters VI and VII. (Fletcher, 1934, p. 95)

Does education change man's original nature? Does it change the individual's nature; does it change the nature of succeeding generations? (Hollingworth, 1933, p. 511)

How are data secured in psychology? Explain each method. (Kelly, 1933, p. 9)

Discuss the proposition that psychology has the same relationship to teaching that physics has to architecture. (Mursell, 1932, p. 29)

Examine Dewey's Democracy and Education, especially Chapters IV, V, VII, VIII, and IX, and contrast the more important historical conceptions of education with Dewey's notions of growth and the reconstruction of experience. (Gifford, 1931, p. 27)

What field of psychology appeals to you as being the most important and why? (Ralston, 1931, p. 9)

Should one have an open mind in psychology concerning all points of view? (Ralston, 1931, p. 247)

State the position taken by Introspective, Functional, and Behavioristic psychology with reference to (a) the place of introspection, (b) the place of the nervous system, and (c) the place of behavior in the study of psychology. (Cameron, 1930, p. 17)

Does it seem helpful to describe all types of controls of conduct in terms of S—R connections? Give your reasons. (Monroe, 1930, p. 145)

Why is psychology of value to people in all walks of life? (Benson, 1926, p. 11)

Has your ultimate aim in education always been the same? (Benson, 1926, p. 11)

Arrange five definitions of education in the order of merit, beginning with the best. (Breitwieser, 1926, p. 11)

Why do parents often fail in analyzing their children, and what are some of the erroneous conclusions at which many parents arrive concerning them? How would you lead them to correct their opinions? (Breitwieser, 1926, p. 29)

What contribution has psychology made to education? (Skinner, 1926, p. 54)

Besides providing the bare necessities of life, there is nothing more important than education. Discuss this statement. Do you consider it false or true? (Edwards, 1925, p. 317)

How has psychology changed the attitude of the modern teacher? (Pillsbury, 1925, p. 9)

Illustrate as concretely and vividly as possible the truth of the statement: isolated ideas possess no meaning until they are brought into relationship with other relevant ideas. (Averill, 1924, p. 100)

"Education aims to secure adjustment to one's environment." Evaluate this statement of the aim of education. (Mead, 1923, p. 166)

What is necessary in order to make a body of facts and laws a "science"? Name several sciences and state the kind of facts and laws with which each is concerned. (Colvin, 1913, p. 21)

Define mind. What are the difficulties of studying mind? (Dexter, 1900, p. 18)

Define faculty. Are power, capacity, and faculty synonyms? What is the office of sense-perception? How do sensation and sense-perception differ? What do you call your ideas gained through sense-perception? (Baldwin, 1887, p. 69)

## CHAPTER III

## QUESTIONS ON INDIVIDUAL DIFFERENCES

Compare the doctrine that "all men are created equal" with the common observation of individual differences, particularly in intellectual traits. Suggest how the two ideas may be reconciled. (Davis, 1948, p. 74)

What is meant by the statement, "Behavior is adjustive?" (Woodruff, 1948, p. 17)

What effect does a mild emotion have on digestion? On heart action? (Woodruff, 1948, p. 24)

What is the most significant characteristic of ego needs? (Woodruff, 1948, p. 32)

Why do needs vary for different persons? (Woodruff, 1948, p. 129)

How much does a person contribute to the inheritance of a descendant ten generations down the line? Can you illustrate this graphically? (Witherington, 1946, p. 42)

Make a study of eminent jurists, statesmen, scientists, authors, educators, and ministers, classifying them as to the occupations of their fathers. Compare these findings with those of Lewis M. Terman relative to the occupations of the parents of gifted children. How are the differences explained? (Witherington, 1946, p. 43)

Secure a good mechanical puzzle which requires rational learning to solve. Ask several persons of various ages to solve the puzzle. Keep accurate records of time, trials, and errors. What age levels make the best records? (Witherington, 1946, p. 111)

Investigate the stimulus-response-bond hypothesis and write an evaluation of it. Can you state other atomistic concepts of intelligence? (Witherington, 1946, p. 132)

How accurately can you predict a child's I. Q. from the I. Q.'s of his parents? (Witherington, 1946, p. 161)

Rank the following occupations as to I. Q. required:

merchant	artist	elementary-school teacher	actor
lawyer	banker	high-school teacher	farmer
barber	preacher	university teacher	army officer
physician	poet	civil engineer	stenographer

(Witherington, 1946, p. 161)

What conclusions are suggested by the following conditions?

- a. Greater intellectual resemblance among identical twins raised together than those raised apart.
- b. Positive correlation among the traits of unrelated children reared together in foster homes.
- c. Lower correlation among traits of siblings after they have been separated and reared in foster homes.

(Skinner, 1945, p. 42)

In the light of your knowledge, give arguments for and against the following proposition: "The bodily changes that occur in intense emotional excitement may be helpful in meeting an emergency that calls for increased physical strength and endurance but they are not well-calculated to help the individual in solving the conditions that must frequently elicit anger or fear in modern, civilized life."  
(Skinner, 1945, p. 74)

Meaning of intelligence; intelligence testing.

1. Formulate your own definition of intelligence, emphasizing what you consider to be the most important factors.
2. Trace briefly the development of the intelligence-testing movement, noting particularly the contributions of the following: Wundt, Galton, Binet, Goddard, Terman, Thorndike, Pintner, Paterson, Kuhlmann, and Merrill.
3. Examine as many as possible of the following types of intelligence tests: verbal, nonverbal, group, individual. Be able to describe one of each type, particularly the Terman-Merrill revision of the Binet. What are the advantages of each type? Under what circumstances would you use each type?
4. Define the following concepts: norm, M. A., I. Q., reliability.

5. Judging from your examination of tests and from your reading, what do you think intelligence tests really measure? What factors essential to success do they fail to measure?
6. What are the values and dangers in the use of intelligence tests? Should the I. Q. of children be known by the children themselves; by their teachers; by their parents? Give reasons. (Skinner, 1945, p. 399)

Who is abnormal? What are the three most common bases for judging normality? Which of the three ways seems most sound and scientific? Why? (Skinner, 1945, p. 566)

What is the difference between trying to force the development of a child and controlling the environment so that the most nearly ideal conditions would prevail to stimulate development? Are they essentially the same thing, or is there a real difference between them? Explain. (Skinner, Elementary, 1945, p. 69)

Why, do you think, is it so difficult to divide life stages in man into exact periods? (Skinner, Elementary, 1945, p. 91)

Do you consider yourself "emotional"? Is it bad to be "emotional"? Do you think of some of your associates--members of your family, teachers, school and college friends-- as more "emotional" than others, and, if so, are they better or worse off for it? (Skinner, Elementary, 1945, p. 334)

If opportunities are available, observe and record the movements made by children at various age levels while in the process of carrying out one or more of the following performances:

- a. Reaching for and picking up a small object (such as a little block, or a thimble, etc.) at the age of about three months, about six months, about nine months.
- b. Throwing a ball at about the age of eighteen months, three years, five years, ten years.
- c. Going up and down stairs at about one year, eighteen months, three years, five years.

- d. Writing or scribbling with pencil or crayon at about eighteen months, three years, seven years, ten years.

What are some of the main differences and similarities in the performance at various age levels? (Gates, 1942, p. 76)

What are some concrete steps that a teacher might take to help a child who seems to be suffering from an abnormal degree of shyness? (Gates, 1942, p. 117)

Complete the following statements:

- a. Inheritance is the \_\_\_\_\_ relation between \_\_\_\_\_ generations. (See Thompson, Heredity.)
- b. The \_\_\_\_\_ are the bearers of heredity.
- c. Probably no trait ever appears without the cooperation of \_\_\_\_\_ and \_\_\_\_\_.
- d. In the inheritance of color-blindness the transmission occurs from the \_\_\_\_\_ through the \_\_\_\_\_ in which the trait is recessive to \_\_\_\_\_ her sons.
- e. The female has \_\_\_\_\_ X-chromosomes while the male has an \_\_\_\_\_ and a \_\_\_\_\_.

(Jordan, 1942, p. 84)

Explain how physical changes cause variations in attitudes and interests. (Jordan, 1942, p. 394)

- a. Discuss the various pitfalls inherent in the rating of others.
- b. How may ratings of traits be improved?
- c. What is meant by the "halo"? How may it be avoided?

(Jordan, 1942, p. 583)

Does the life cycle in all human beings who live until advanced old age follow essentially the same developmental pattern? Give your reasons for answering as you do. (Hartmann, 1941, p. 102)

One recent definition of intelligence reads as follows: "Intelligence is the ability to undertake activities that are characterized by (1) difficulty, (2) complexity, (3) abstractness, (4) economy, (5) adaptness to a goal, (6) social value, and (7) the emergence of originals, under conditions that demand a concentration of energy and a resistance to emotional



forces." (Stoddard) Is this sufficiently comprehensive to do justice to all aspects of the concept as you now understand it? What if anything would add? If you have a favorite definition of your own, compare it with that of your neighbor(s). (Hartmann, 1941, pp. 194-195)

Evaluate some experience of your own in terms of what it contributes to your understanding of children you aim to teach. (Starch, 1941, p. 105)

Describe the behavior of the brightest child you have known. Of the dullest child. (Starch, 1941, p. 146)

What are fundamental educational and psychological problems for adolescent boys and girls? (Sorenson, 1940, p. 27)

In terms of success and failure, why are very dull and very bright children in schools often unhappy and maladjusted? (Sorenson, 1940, p. 110)

How do you account for the fact that the children in a given family vary considerably in their mental abilities, physical characteristics, and interests? (Sorenson, 1940, p. 239)

In view of what we know of adult mental abilities, give your reaction to a proposition for spending more of our school money for the education of people after they reach the age of twenty. (Sorenson, 1940, p. 280)

If proof for it could be found, why would the inheritance of acquired characters be of enormous importance to education? (Griffith, 1939, p. 130)

What is meant by the statement that growth is directed? Can you find an instance of undirected growth? (Griffith, 1939, p. 178)

What features of our environment cause us to select now one thing and then another to which we will attend? (Griffith, 1939, p. 396)

Why does it happen that so many young people have the same interests and attitudes that their parents have?

If this is the result of heredity how would you explain the young people whose interests and attitudes deviate widely from those of their parents? How many of your own interests can you trace to schooling, to early reading, or to friends? Is ignorance about the origin of an attitude sufficient evidence that the attitude is innate? (Griffith, 1939, p. 471)

List the various ways in which individual differences might be classified. Which would be psychological classifications? (Griffith, 1939, p. 633)

A middle-aged public school teacher, on learning what a large percentage of her former pupils had become criminals, burst into tears, regarding herself as somehow responsible. Is it likely that she was deeply to blame? Suggest some other factors that may have contributed toward this unhappy result. (LaRue, 1939, p. 20)

Present a case, perhaps a clearly reported newspaper instance, of what you regard as a striking example of propensity, talent, intelligence, or bodily organization. (LaRue, 1939, p. 46)

"What is life but a succession of tests of the strength of our desires?" Give illustrations to show the truth of this. (LaRue, 1939, p. 57)

Why must the athlete, the musician, and others train and retrain so frequently? Name several traits which appear to be susceptible to conditioning, and observe each to see whether it lasts for a brief or a long period. Does it ever last for life? (LaRue, 1939, p. 88-89)

Write out a few simple directions such as you would give to a parent whose child showed delay and hesitation in establishing handedness. Discuss. (LaRue, 1939, p. 170)

With some persons, race prejudice seems very hard to modify. Does this indicate that it is hereditary? What does your reply suggest as to the criterion of an hereditary trait being one that is difficult to change? (Mursell, 1939, p. 56)

How can a teacher discover a child's need? (Race, 1938, p. 25)

Describe a neuron and its connections. (Race, 1938, p. 50)

Give an illustration of a reflex act. (Race, 1948, p. 65)

Give illustrations of original satisfiers and annoyers and the influence of their use on individuality. (Race, 1938, p. 98)

Name three significant characteristics of intelligence. (Race, 1938, p. 118)

Show how environment and heredity are inseparable; that they constitute different phases of the same totality. (Douglas, 1938, p. 64)

Make an outline of the human nervous system, showing the main parts and sub-divisions. (Douglas, 1938, p. 93)

Discuss the statement: "A person who grows slowly in one trait usually grows rapidly in an opposite trait." (Douglas, 1938, p. 113)

Discuss the part played by structural maturation in the appearance, development, and maturation of functions and capacities. (Douglas, 1938, p. 141)

List the emotional tendencies that usually occur in connection with love, fear, rage, and grief. (Douglas, 1938, p. 164)

How is it possible for the classroom teacher to make some progress toward the diagnosis of visual defects without especially prepared visual tests? (Douglas, 1938, p. 513)

Does man possess at the start of life any well-defined tendencies to future behavior? (Garth, 1937, p. 25)

In what sense is it true that "we are omnibusses in which our ancestors ride?" (Garth, 1937, p. 46)

The sympathetic division of the autonomic system serves to

- a. depress activity of the sacral division.
- b. make one more sympathetic to those around him.

c. activate the salivary glands.  
 d. accelerate the activity of the intestines.  
 (Garth, 1937, p. 71)

In what respect to ordinary organic states differ from emotional states? (Garth, 1937, p. 88)

The elaborate fear stimulus patterns of the adult are more or less native. Answer True or False. (Garth, 1937, p. 108)

Compare the school experiences of two children you have known who had a very different heredity and home background. Did the school meet their needs as adequately as it might have? (Trow, 1937, p. 13)

Give illustrations of substitutions and promises which you think would be effective in dealing with the wants of children on the elementary school level, on the high school level, in dealing with adults. (Trow, 1937, p. 33)

Describe any situation when you have misjudged the emotional response of someone or when you yourself have been misjudged. (Trow, 1937, p. 51)

Why must the general findings in regard to racial and nationality differences in intelligence be interpreted cautiously? (Trow, 1937, p. 151)

Excursion. If there is one in your locality, visit a school where special work is done for children with visual and auditory handicaps. Write a report of the visit. (Trow, 1937, p. 180)

Cut out circles of colored paper about an inch in diameter and place them on a neutral gray background. Fixate the eyes upon the center of the circle for about half a minute, and then focus them on some point of gray. Record and describe the color of the after-images. (Trow, 1937, p. 312)

Cite any specific instances you may think of which illustrate the statement that: To understand the growing child in relation to his environment is the all-important task of the teacher. (Trow, 1937, p. 372)

How would you account for the relation between mental and physical development? What is the educational significance of this relation? (Garrison, 1936, p. 78)

Are there different types of intelligence? Explain. (Garrison, 1936, p. 495)

What does the age indicate? How is it derived? (Eurich, 1935, p. 88)

How can studies of the degree of similarity of identical and fraternal twins throw light upon the problem of the relative potency of heredity and environment? (Eurich, 1935, p. 216)

Are feeble-minded persons inferior in physique? (Eurich, 1935, p. 257)

Are special classes for the intellectually subnormal and the intellectually gifted desirable? (Eurich, 1935, p. 292)

Which of these usages has generally been accepted by psychologists and biologists? (Stroud, 1935, p. 29)

State the James-Lange theory of emotion. How does this theory differ from the popular opinion prevailing at the time it was first stated? (Stroud, 1935, p. 48)

What is the chief function of sense organs? What role do they play in mental development? Make a list of the known sense organs. (Stroud, 1935, p. 68)

What explanations can you offer for the relationship between sensory defects and academic achievement? (Stroud, 1935, p. 200)

What is the meaning of the term capacity? Give some illustrations of mental abilities, of mental traits, and of mental capacities. (Stroud, 1935, p. 263)

State the reasons why the establishment of the fact of maturation is regarded as solving the dispute about the existence of instincts. (Fletcher, 1934, p. 68)

What part does the sense of touch play in directed education? (Hines, 1934, p. 108)

By what formula is the I. Q. found? Illustrate.  
(Hines, 1934, p. 273)

What are the three fundamental sources of differences in individuals? (Hines, 1934, p. 298)

What special provisions might any teacher make for pupils with partial hearing or vision? (Hollingworth, 1933, p. 285)

Suggest concrete cases in which techniques that succeed in the hands of one teacher might fail when tried by another. (Hollingworth, 1933, p. 528)

What are dendrites? What are axons? What are their functions? (Kelly, 1933, p. 34)

How may the teacher detect defective hearing on the part of pupils? Why is it important to do so? (Kelly, 1933, p. 48)

Would practice be likely to improve one's perception of space? How could you find out? (Kelly, 1933, p. 58)

Why and how should the emotions be cultivated? (Kelly, 1933, p. 153)

Why must the teacher have a knowledge of the processes of growth and development? (Kelly, 1933, p. 230)

What are the educational implications of individual differences? (Kelly, 1933, p. 251)

What significant differences are noted between the methods which children and men employ to solve new problems or difficulties and the procedures employed by the lower vertebrate animals? (Book, 1932, p. 67)

Explain the exact role played in producing a learner's responses: (1) by a successful external stimulus, (2) by the learner's native endowments, (3) by the learner's previous experience and skills or habit-trends already established,

(4) by the learner's structure and native reacting dispositions, (5) by his present mental and physiological sets. (Book, 1932, p. 77)

What does the principle of conditioned learning suggest to you about the importance of the learner's general environment and of his mental attitudes and general physical condition? (Book, 1932, p. 171)

What use may a teacher make of his knowledge of the individual differences that are produced by this racial method of improvement? (Book, 1932, p. 247)

Why must a learner's problem be adjusted to his intelligence or ability to learn? (Book, 1932, p. 355)

State Thorndike's theory of fatigue; criticise or justify his explanation of fatigue. (Book, 1932, p. 403)

Why must we consider chronological age in determining intelligence? What fallacies do we commit when we ignore it? (Mursell, 1932, p. 299)

Discuss the effect upon the individual of knowing his own intelligence level. (Mursell, 1932, p. 355)

Locate in a general way the somatic as compared with the visceral receptors. Why is there a rather pronounced difference in the ability of the person to localize the two types of sensory experience arising from these mechanisms? (Gifford, 1931, p. 65)

Write a paragraph to prove or disprove the statement that no two individuals can ever experience exactly the same stimulus. What then of the same individual at different times? (Gifford, 1931, p. 104)

What is the meaning of the term "regression"? How is regression important in the development of the human race? (Gifford, 1931, p. 139)

Compile a list of the ways in which school children of the same chronological age differ. In doing this try to avoid overlapping. (Gifford, 1931, p. 494)

The statement that "Mankind was not created as a homogenous whole" is best explained by the fact that:

- ( ) Individual differences are very obvious.
- ( ) Capacity is very variable.
- ( ) Every man's inherited equipment includes reflexes, instincts, capacities.
- ( ) All original tendencies are of equal strength in all persons.

(Ralston, 1931, p. 33)

How would you treat a child who has too much emotion?  
(Ralston, 1931, p. 62)

Does one's emotional endowment provide adequate adjustment to society's demands? (Ralston, 1931, p. 78)

Introversion is

- (a) expressing emotion outwardly.
- (b) getting rid of emotion.
- (c) threatening children.
- (d) turning emotion in on one's self.

(Ralston, 1931, p. 90)

When a child's I. Q. becomes higher or lower on a retest, does it mean that his intelligence must have changed in the meantime? (Ralston, 1931, p. 110)

Are reflexes and conditioned reflexes easily discriminated? (Ralston, 1931, p. 129)

Do the genes and the chromosomes show why no two individuals are exactly alike? (Ralston, 1931, p. 234)

Does the maze test serve to measure varying degrees of intelligence? (Ralston, 1931, p. 356)

What are Watson's arguments in favor of giving up the concept of instincts? (Cameron, 1930, p. 53)

How do differences in capacities within a single race compare with differences between the average capacities of different races? (Cameron, 1930, p. 104)

Show why it is that the study of twins has not yielded definite conclusions regarding the relative importance of heredity and environment. (Cameron, 1930, p. 126)



What is the fundamental assumption of intelligence testing? (Cameron, 1930, p. 159)

If girls mature earlier than boys, what difference should we obtain in their treatment educationally? (Cameron, 1930, p. 171)

What phases of the school environment have been introduced and emphasized because educators believed firmly in the power of the environment over heredity? (Holley, 1930, p. 19)

Make a list of ten points wherein people differ that are due to heredity. (Holley, 1930, p. 80)

In what respects is the eye like a photographic camera? In what respects different? (Monroe, 1930, p. 65)

Comment on the statement that the ultimate goal of psychology is the prediction and control of human behavior. How does prediction differ from control? (Monroe, 1930, p. 111)

Of what significance would it be to educational theory and practice to know the extent to which one's I. Q. can be modified by training? (Monroe, 1930, p. 302)

In reading educational literature, one sometimes encounters the expression, "the mythical average child." Is it appropriate to employ the term "mythical"? Explain. (Monroe, 1930, pp. 390-391)

Could feeble-mindedness occur in a strain in which the parents were normal and well educated? (Watson, 1930, p. 207)

Are other forms of artistic achievement as dependent upon environmental encouragement as was Emily's success? How important would be the factors of group approval and of heredity in the case of the Bach family? (Watson, 1930, p. 224)

Do you think that educational influences should tend to lessen or increase individual differences? Why? (Garrison, 1929, p. 13)

Why is it important to know which differences are due to heredity and which to environment? (Garrison, 1929, p. 39)

If scores are available, study a local school with respect to overlapping between grades. (Garrison, 1929, p. 75)

List home conditions which may be conducive to the development of a special disability in some school subject. (Garrison, 1929, p. 157)

An original response may be transferred to other stimuli which did not previously arouse such a response. (True-False) (Pintner, 1929, p. 38)

We can measure a great growth of intelligence after the period of adolescence. (True-False) (Pintner, 1929, p. 133)

Every child with an I. Q. above 140 is almost certain to have eminent relatives. (True-False) (Pintner, 1929, p. 180)

The human being at any time of his life is the product of heredity and environment. Explain. (Benson, 1926, p. 37)

List the native equipment of a human being that can be used in his education. (Benson, 1926, p. 63)

Describe the behavior of two children who show great differences in mental characteristics. (Benson, 1926, p. 270)

Why is it imperative that teachers should know (1) how to recognize nervous symptoms and (2) how to treat such cases? (Benson, 1926, p. 352)

Suppose a well-to-do childless couple wishes to adopt a child that is to be a credit to them later. They are willing to spend time and money in an investigation that will reduce the chance of later disappointment. Concerning what circumstances, qualities, data, and traits should they secure information? (Breitwieser, 1926, p. 54)

Describe an ideal environment for a child, giving occupation of parents, wealth, number of brothers and sisters, type of community, etc. (Breitwieser, 1926, p. 67)

Which is the better method by which to teach the deaf, the oral or the manual method? Why? (Breitwieser, 1926, p. 92)

Name some objects of study that would be affected by color blindness. (Breitwieser, 1926, p. 100)

What is a drive as the term is used in psychology? What are the natural drives? (Skinner, 1926, p. 72)

To what extent will a knowledge of anatomy and physiology of the sense organs enhance an understanding of educational psychology? (Skinner, 1926, p. 98)

Of what significance is Mendel's Law for students of education? (Skinner, 1926, p. 128)

For what factor in education is environment most responsible? (Skinner, 1926, p. 265)

How far do you consider educators should go in determining that children should have the same education; and how far should they go in giving different education to different children? In discussing this matter, consider the age and grade of the student, the facts of individual difference, social demands, and vocational requirements. (Edwards, 1925, p. 273)

Why are men inclined to think all men so nearly equal in intelligence? (Pillsbury, 1925, p. 40)

What determines the intelligence of an individual? Can it be changed by education? (Pillsbury, 1925, p. 51)

Outline Freud's theory as to the way repressed emotion may cause mental disease. (Pillsbury, 1925, p. 240)

Is the motivation back of any schoolroom task after all of any particular significance? Is there, in other words, virtue in actually doing the task, whether the motive be vital or non-vital? (Averill, 1924, p. 36)

Human infants have a longer period of infancy than the young of other animals. What is the advantage of this? (Mead, 1923, p. 177)

Thinking especially of the problem of improvement in human beings what is the probable contribution of education as compared with heredity and eugenics? (Edwards, 1920, p. 33)

What are the most important special physical defects of school children? What should be done about them? (Edwards, 1920, p. 174)

Observe the influence of work, play, sleep, eating, deep breathing, etc., on your mental condition, and report what you find. (LaRue, 1920, p. 23)

Give numerous instances of adaptation, the successful fitting of conduct to circumstances, involving the nervous and muscular systems. (LaRue, 1920, p. 39)

Suppose a child were brought up in two or three rooms and a few city blocks. What effect would this have on his development? ("The mental pictures the environmental.") (LaRue, 1920, p. 53)

A robber or a grafter may react "successfully" on his environment. Is he then well educated? Explain. Compare the length of various kinds of success. (LaRue, 1920, p. 71)

Ask some one to write rapidly the first hundred words he can think of. Examine the list and try to tell something of his past life, occupation, chief interests, and so forth. (LaRue, 1920, p. 87)

The most common form of color blindness is blindness to reds and greens. What is the meaning of this? Which color film of the retina is the smaller? The more likely to be absent or defective? (LaRue, 1920, p. 119)

Try to analyze such experiences as wetness, roughness, tickle, and (painful) burning, into their constituent sensations. (LaRue, 1920, p. 134)

What is meant by inhibition? How does the cortex exercise inhibition on the movements otherwise controlled by the spinal cord? (Colvin, 1913, p. 125)

Fix upon a sheet of white paper a one-inch square of red or blue; place the sheet about twelve inches from one eye; look at it for one minute (holding the hand over the other eye); then replace the sheet with another which shows only a white surface. The negative after-image will be clearly projected against the second sheet. (Colvin, 1913, p. 210)

Give examples which show that the same object means different things to different people. Give examples showing how the meanings of objects have varied in the course of your own experience. (Colvin, 1913, p. 226)

Illustrate what is meant by the statement, "Mental attitude or 'purpose' determines associations." Find examples in your own experience showing that the same object suggests different associations when the purposes or problems that you have in mind differ. (Colvin, 1913, p. 282)

Mention three or four ways in which you would vary your methods of teaching to make them fit a girl who was a child of feeling, with superior capacity to work with ideas, impulsive and suggestible. (Thorndike, 1912, p. 102)

A number of parents, teachers and children were asked the question, "What is the worst fault in children?" The parents said most often, "Disobedience"; the children, "Cruelty"; and the teachers "Lying and Inattention." What is the relation between "troublesome to me" and "wrong" in the mind of the average person? (Thorndike, 1912, p. 196)

Can a pupil express feeling and thought by silence? (Thorndike, 1912, p. 215)

Can you trace the inheritance of specific traits to your mother, to your father, to a more remote ancestor? (Pyle, 1911, p. 32)

State the aim of education from the point of view of the instincts. (Pyle, 1911, p. 45)

What becomes of our mind or consciousness while we are asleep? (Betts, 1906, p. 11)

What mental effects have you noticed from loss of sleep? from worry? from impure air? from insufficient exercise? (Betts, 1906, p. 55)

How important a part do you think habit plays in determining a man's success or failure in life? (Betts, 1906, p. 69)

Apply a piece of ice to your tongue, to your lips, to your forehead, to the back of your hand, to your arm. Does the temperature seem the same? Explain. (Betts, 1906, p. 88)

Are you subject to changing moods? If so, what is their character? Can you account for these changes? (Betts, 1906, p. 193)

What are you doing to enrich your emotional life? (Betts, 1906, p. 225)

Comment on the psychological soundness of the following: "The child is father to the man;" "As the twig is bent, so is the tree." (Dexter, 1900, p. 27)

Give a short account of the several varieties of attention and compare their educational value. (Dexter, 1900, p. 45)

Give an original example to illustrate the differences between sensation and perception. (Dexter, 1900, p. 56)

"Some of the senses are more precocious and others more tardy in their development, and besides, the senses are of unequal importance, and not rendering the same services do not deserve the same attention." Comment on this and illustrate your statement. Deduce practical considerations as to the times and ways of training the senses in school. (Dexter, 1900, p. 108)

"As regards feeling, repression is the main thing in the earlier stages of development. Stimulation becomes more and more important as the child advances." Explain this and examine the following. "An envious child ought not to be placed in a situation which is pretty sure to excite this feeling. (Dexter, 1900, p. 213)

Why should we spare no effort to keep our bodies in the best possible condition? Why is it criminal to violate hygienic laws? (Baldwin, 1887, p. 53)

Give the office of consciousness. What does self perceive? What does self do with his experiences? Illustrate by the connective tissue. (Baldwin, 1887, p. 83)

What are the three guides in the gratification of an appetite? What does reflex action do? Instinct? Intelligence? (Baldwin, 1887, p. 213)

What is the office of the altruistic emotions? Give the three characteristics of these emotions. Illustrate. (Baldwin, 1887, p. 229)

## CHAPTER IV

## QUESTIONS ON INFORMAL LEARNING

Criticize the statement: "J. does not remember much about what he learned in school." Under what conditions may it be true or untrue? In the light of your criticism of this statement discuss how conventional retention curves may be misleading. (Davis, 1948, pp. 287-288)

Explain why a skilled performance which one acquires by the natural way without instruction is not as effective and economical as the one acquired under expert instruction. Consider typewriting and playing golf. (Witherington, 1946, p. 85)

Can you form a habit of:

- (1) Concentrating on uninteresting material?
- (2) Being industrious?
- (3) Waking at a regular hour?
- (4) Automatizing essential details of everyday activity?
- (5) Being neat?
- (6) Being unprejudiced?

(Skinner, 1945, p. 166)

Study the appeals in advertising. Note especially those which are negative and those which create a feeling of disgust. Note also the number of pleasant and positive appeals, such as those to pride, to prestige, to the something-for-nothing motive, the parental impulse, health, wealth, happiness, etc. (Skinner, 1945, p. 211)

Name and discuss some of the differences between conditioning and association as presented by Thorndike. (Skinner, Elementary, 1945, p. 171)

Make a list of various tricks and devices that have been used to attract your attention and to arouse your interest. Why is it questionable to employ these methods in education? What would you substitute? (Skinner, Elementary, 1945, p. 191)



Can you think of any skills which you now wish you possessed and which, in your judgment, might well have been taught in place of some of the things you were required to learn during childhood? (Gates, 1942, p. 44)

Criticize this statement: "We learn to swim in winter, and learn to skate in summer." Account for any appearance of improvement as a result of a period of no exercise. (Gates, 1942, p. 374)

If possible visit a special class for the feeble-minded or backward. Make careful observations on (a) the type of material used in instruction, (b) the relation between chronological age and the level of intelligence, (c) the sorts of questions asked and (d) the general spontaneity of the pupils. (Jordan, 1942, p. 451)

Have you observed that when you are extremely excited or very angry you lose your appetite or do not digest your food well? What does this indicate about the psychological basis of the emotions? (Sorenson, 1940, p. 67)

What is meant by stimulus and response from a dynamic point of view? (Griffith, 1939, p. 428)

A team of young men did mental arithmetic problems while lying down with heads alternately higher, and then lower, then the feet. The low-head position yielded notably better results in both speed and accuracy. Discuss the possible relation of these facts to the work of the heart in lifting blood to the head. (The brain, though it weighs only about one fortieth as much as the body, takes one fifth of the total circulation.) A famous author ("Mark Twain") is reported to have done much of his work in bed. Would you advise this method for students? (Consider the probable effect, on feeling, of taking the usual sleeping position, etc.) (LaRue, 1939, p. 320)

Does the information we possess regarding individual differences mean that in a properly organized school there would be no experiences and learnings common to everybody? (Mursell, 1939, p. 124)

Mention some learnings which are said to be more efficient during childhood than later in life. Discuss the validity of such claims. (Mursell, 1939, p. 152)

Give an illustration of repetition that attracts attention. (Race, 1938, p. 137)

How would you teach a pupil to be honest? to play fair? (Race, 1938, p. 153)

Criticize the adage: "Practice makes perfect." (Douglas, 1938, p. 279)

Learning is a physiological as well as a psychological fact. Answer True or False. (Garth, 1937, p. 142)

The recalled past is absolutely essential to perceiving. Answer True or False. (Garth, 1937, p. 175)

How would you differentiate "motivation" and "drive"? (Garrison, 1936, p. 169)

Which of the laws of habit formation pertain to the fact of variability in stimulus-response associations? (Stroud, 1935, p. 164)

Give an original illustration showing how you would start a habit in a child. (Hines, 1934, p. 70)

Give an original example to show how perceptual feelings may be controlled. (Hines, 1934, p. 162)

Observe a child busily engaged in some activity. What are the persisting motives and what the transient stimuli? Show how they jointly guide his behavior. (Hollingworth, 1933, p. 80)

Present to the class a series of car card advertisements, exposing each for about two seconds. Then have each student recall as many as he can, identifying them by a brief written description. Find the number of times each card is recalled and try to explain the differences. (Hollingworth, 1933, p. 210)

As an example of sensorimotor learning, solve some mechanical puzzle repeatedly until you can do it automatically, taking the time for each solution and graphing these in the form of a practice curve. (Hollingworth, 1933, p. 318)

In what ways should the so-called "gang" instinct be controlled and directed? What is the danger in ignoring it? (Kelly, 1933, p. 71)

Why is it dangerous, psychologically, to permit exceptions, when breaking an undesirable habit? (Book, 1932, p. 133)

What is the general significance of the habit phase of the learning process? (Book, 1932, p. 181)

Give examples for the more important types of physiological learning that takes place during the life of every individual. (Book, 1932, p. 253)

How does a child acquire the ability to react in an appropriate way to such objects as fire, barking dogs, and other injurious objects as soon as they are seen? (Book, 1932, p. 278)

How does the thinking process really begin (a) among lower animal forms, (b) in the case of a child? (Book, 1932, p. 301)

Indicate the emotions that might be present when children are "playing Indian"; when a soldier receives a distinguished service metal; when you observe an adult mistreating a child; when you commit some grave social error. (Gifford, 1931, p. 217)

Can one attend to more than one thing at a time? How is this question confused with that of doing more than one thing at a time? (Gifford, 1931, p. 254)

Explain the following statement which appears in Cameron's Educational Psychology: "Learning is an inescapable condition of living." (Gifford, 1931, p. 295)

A four-year-old child is afraid of thunderstorms. Classify the suggested methods of treatment as (a) disuse; (b) Verbal Approach; (c) Social Repression; (d) Unconditioning.

- ( ) Ignore the child.
- ( ) Make fun of him and tell him only babies are afraid of thunderstorms.

- ( ) Avoid all contact with people who show fear during storms.
- ( ) Tell him stories of brave deeds that children have done during storms.
- ( ) Give him a whipping whenever he shows fear during a storm.
- ( ) Hold him on your lap during storms and tell him his favorite story.
- ( ) Give him a penny for candy every time he fails to show fear.
- ( ) Lock him in a dark closet where he cannot see the flashes of lightning.

(Ralston, 1931, p. 51)

The increase in the size of a crowd around some interesting shop window may be definitely explained by (mass suggestion, deliberate imitation, contra-suggestion, psychic contagion). (Ralston, 1931, p. 97)

Fatigue is diminished by

- (a) monotony
- (b) habit
- (c) annoyance
- (d) emotion.

(Ralston, 1931, p. 213)

Why is repression an incomplete means of control of emotion? (Cameron, 1930, p. 200)

What are the advantages and disadvantages of habit. (Cameron, 1930, p. 228)

Assume that you have been asked to read a paper before a meeting of a parent-teacher's association on the subject, "The Educational Significance of the Child's Pre-School Life." Prepare the paper you would read. (Monroe, 1930, p. 429)

Check the best response:

We do not reach our physiological limit on most tasks, because:

- (a) of our lack of intelligence
- (b) our learning tends to decline
- (c) we are satisfied with our present level
- (d) of lack of sufficient practice.

(Pintner, 1929, p. 223)

Explain the educational significance of these terms: heredity, environment, adaptation, nature, and nurture. (Tonks, 1927, p. 208)

Seeing is believing; is believing seeing? (Benson, 1926, p. 85)

Are fears such as the fear of high places, of the dark, or of the water, instinctive? Can they be overcome? Should children be forced into situations of which they are afraid? (Breitwieser, 1926, p. 120)

Which is the better man for society, the man who has the power to resist temptation or the one who is rarely tempted? Give some reasons for your answer? (Breitwieser, 1926, p. 127)

What are some of the reasons which influenced Lincoln to say: "You can fool all of the people some of the time, and some of the people all of the time, but you can't fool all of the people all of the time." (Breitwieser, 1926, p. 155)

Explain psychologically the following instance of child behavior: A young infant cries and the mother goes to it at once to see what is the matter. The babe stops crying. The next time it cries longer and vigorously before the mother comes, but as before stops as soon as she approaches. Each succeeding time it behaves in the same way, until the mother comes to it. (Skinner, 1926, p. 317)

Do you know of any children who find it difficult to unlearn? Explain their case. (Skinner, 1926, p. 434)

In what sense may fatigue be considered as desirable? (Skinner, 1926, p. 684)

What are some of the difficulties in determining causal relations? (Skinner, 1926, p. 774)

Is it true that the psychology of learning takes us further into the details of habit-formation? Discuss. (Edwards, 1925, p. 82)

How do you distinguish between a delayed instinct and a habit? Give illustration of each. (Pillsbury, 1925, p. 76)

At what points do the abstract or general terms enter in aiding the reasoning process? (Pillsbury, 1925, p. 221)

Describe the general effect of alcohol upon mental functions. (Pillsbury, 1925, p. 287)

How are perceptions of (a) space and (b) time built up? (Averill, 1924, p. 177)

What are the characteristics of human nature that make interest possible? (Mead, 1923, p. 9)

What psychological or central factors must we consider if we are to fully understand the problems of habit formation and learning? (Edwards, 1920, p. 43)

Look up the story of the speckled axe in Franklin's Autobiography. What is the psychology of the situation? (LaRue, 1920, p. 254)

Find in your own experience an example of the "trial-and-error" method of learning? Why is this sometimes called the "blundering" method? Under what conditions might this method be employed in the school? (Colvin, 1913, p. 36)

What is meant by the statement: "Man, in order to be man, must get beyond instinct." (Colvin, 1913, p. 163)

Write a brief statement (from thirty to fifty words) of the influence of previous experience upon present reasoning. (Thorndike, 1912, p. 164)

(a) What emotions do we wish to have felt by ten-year-olds as responses to Christmas day? (b) Which of them are aroused by receiving presents? (c) By giving presents? (d) Why is Dickens' Christmas Carol a good story to read at Christmas? (Thorndike, 1912, p. 203)

G. Stanley Hall says that school hygiene is the most important part of pedagogy. In what sense is this true? (Pyle, 1911, p. 22)

Make out a list of acts that you have learned by imitation. How does it compare with the things you have learned to do in other ways? (Pyle, 1911, p. 122)

Suppose a habit has been broken for several years. Is there any danger of backsliding? (Pyle, 1911, p. 143)

Have you ever used any kind of memory device? If so, what was it and what was its value? (Pyle, 1911, p. 203)

Can a person who is fatigued from several hours of mental work play ball as well as when not so fatigued? Test the matter. (Pyle, 1911, p. 252)

Are you ever obliged to perform any activities in which you have no interest, either directly or indirectly? (Betts, 1906, p. 211)

Give a brief account of the mental process by which we see and recognize some familiar object, say an umbrella among other umbrellas in a stand, bringing out more particularly the parts played by discrimination and assimilation. (Dexter, 1900, p. 81)

Why should prolonged attention not be required of children? Why does forced attention fail to benefit the pupil? (Baldwin, 1887, p. 13)

State the law of forgetfulness. Why is it important to be able to forget? What should we forget? How do we forget? (Baldwin, 1887, p. 122)

Analyze an act of imagination. What do you discover? Where does self get his materials? What does he do with them? (Baldwin, 1887, p. 144)

Give the relation of conception to perception; to memory; to imagination; to judgment. (Baldwin, 1887, p. 170)

## CHAPTER V

## QUESTIONS ON FORMAL LEARNING

What implications are suggested by the fact that specific factual information is quickly forgotten but that abilities to apply principles and to interpret data are retained with slight loss during long periods of time? (Davis, 1948, p. 287)

Present your interpretation of the term meaningful as applied to learning materials. (Davis, 1948, p. 309)

Summarize some of the unfavorable conditions for learning that may be attributed to the necessity of teaching pupils in large classes. Suggest procedures for minimizing the effect of certain of these conditions. (Davis, 1948, p. 310)

What is the relationship of the learning process to the psychology of teaching? (Woodruff, 1948, p. 76)

Which of the following statements is preferable?  
 (a) "Unless you get the students interested, you cannot teach them." (b) "If you teach properly, students will become interested." (Witherington, 1946, p. 85)

Formulate a definition of learning which will include all the various types of learning. (Witherington, 1946, p. 192)

Distinguish between a learner's needs and his wants. (Skinner, 1945, p. 99)

"Abilities can be drilled in, purposes cannot."  
 Comment on this statement. (Skinner, 1945, p. 324)

Can a general habit of open-mindedness be taught? If so, how would you proceed to teach it? (Skinner, Elementary, 1945, p. 240)

What is the role of satisfaction or the law of effect in the learning process? (Jordan, 1942, p. 135)



Distribute your time over as long a period as possible, for to form connections, time is of great importance. (Jordan, 1942, p. 232)

What sanction does the "activity" school idea as a pedagogical movement receive from the relative importance of the musculative, and the effector or response phases generally, in our bodily economy? (Hartmann, 1941, p. 63)

Can you point to any new knowledge you have acquired in college which has diminished or banished any of your fears? Any which has created new ones or magnified old fears? (Hartmann, 1941, p. 257)

What differences, if any, do you see between the thought processes of a first-grader and an educated adult? Do they solve their respective problems in essentially the same way? Describe. (Hartmann, 1941, p. 284)

Discuss the atmosphere of a school-room in which you think the best learning and teaching occurred. Also one in which little or no favorable learning was apparent. (Starch, 1941, p. 196)

After school, the boy writes one hundred times, "I have gone home", because he expressed himself incorrectly; but in a note to his teacher, which, in her absence, he has put with his paper on her desk, he states, "I have went home". Explain the psychological principles involved. (Sorenson, 1940, p. 258)

If meaningful material is learned and retained better than meaningless, what can students and especially the teacher do to facilitate learning and minimize forgetting? (Sorenson, 1940, p. 295)

What are the methods used by your favorite teacher to interest and motivate the pupils? (Sorenson, 1940, p. 318)

Explain why students who study least tend to have the best marks. Does evidence indicate that only the best students study least? Is the proper conclusion that studying less will result in better scholarship? (Sorenson, 1940, p. 372)

What psychological principles are involved in the formal, traditional method of teaching and also in the more informal, progressive type? Contrast the two methods. (Sorenson, 1940, p. 417)

Select a simple function such as throwing. First make a list of ways of throwing. Now make a list of all of the services you can think of that might be gained by throwing movements. Can you define education in terms of both lists? That is, could you teach the person how to throw in order to achieve any one of hundreds of results? Could you also make him a better thrower apart from particular results? Could throwing be taught apart from any results whatsoever? (Griffith, 1939, p. 48)

Why would the method of learning by wholes normally be more useful to abler students? (Griffith, 1939, p. 231)

Enumerate some teaching practices that would diminish monotony in work. Draw upon your knowledge of the conditions of effective learning for an answer. (Griffith, 1939, p. 276)

"How my teachers motivated me." Reports from school days, giving, so far as possible, (a) the method or device employed, and its purpose; (b) the propensity chiefly stimulated; (c) whether it is roused by an environmental situation, a "mental movie," or some other means; and (d) the success of the incentive, together with an estimate of its effect on character. (LaRue, 1939, p. 139)

Estimate the value of an "activity program" in a school, from the point of view of equipping the learner to interpret information lessons. ("Activity program" means, here, a program that involves much use of sense organs and muscles on objects.) (LaRue, 1939, p. 188)

Show how you would find the factors of efficiency and inefficiency in connection with any talent you may choose. (LaRue, 1939, p. 274)

Is it better for one of high intelligence to stay away from college and think, or attend an Information Institute whose courses he can pass with excellent grades by sheer memory work? Discuss. (LaRue, 1939, pp. 297-298)

What reasons can you suggest for the invention of the idea that learning depends on the formation of brain pathways by repetition? (Mursell, 1939, p. 181)

Organize the following learning experiment: On the Terman Group Test of Intelligence scores, divide the class into three groups of approximately equal ability, with a leader for each group. Select a six-stanza poem. Have Group I memorize the poem by a pure-part method, mastering the lines one at a time, and not making any reviews until the last has been learned, after which if necessary the process should start all over again. Have Group II memorize by a pure-whole method, i. e., by going through the poem as a single unit again and again. Have Group III memorize by first hearing a brief synopsis and explanation of the poem and then memorizing it stanza by stanza as with Group I. A feasible procedure is for the leader to read the material to the group, and for each member to write down each time as much as he can, the process to go on till everyone has written down what was read without error twice. Account can be kept of the number of repetitions each individual needs, and this can be consolidated as the group score. Compare and discuss the results of the work of the three groups. (Mursell, 1939, p. 209)

Is it good advice to tell a person working to acquire a motor skill that he ought to try to relax? (Mursell, 1939, p. 237)

What is the teacher's part in the child's learning? (Race, 1938, p. 41)

How does the trial-and-success method help you in learning to handle ideas? (Race, 1938, p. 166)

Explain and illustrate Dewey's statement "Analysis leads to synthesis while synthesis perfects analysis." (Race, 1938, p. 252)

Define inductive and deductive reasoning. Give examples of each from your own experience. (Race, 1938, p. 272)

Indicate the basic characteristics of a lesson plan for teaching a specific idea to children by the inductive method, and one for teaching the same idea by the deductive method. (Douglas, 1938, p. 351)

State five laws of learning, and for each law formulate five rules for the teacher to follow. (Douglas, 1938, p. 390)

A lack of knowledge of a subject makes concentration that much easier. (Answer True or False) (Garth, 1937, p. 160)

Why should the teacher make his teaching as practical as possible? (Garth, 1937, p. 225)

Study, like all learning, must be motivated. (Answer True or False) (Garth, 1937, p. 239)

What are the possibilities, in the subject or grade you are planning to teach, for giving children actual contact with the things about which they are to learn? (Trow, 1937, p. 264)

How can you develop effective study habits in the children you are planning to teach? What other methods than talking will be necessary? (Trow, 1937, p. 333)

Is there a generalized learning curve? If so, what is its shape? (Eurich, 1935, p. 308)

When are individuals too old to learn? (Eurich, 1935, p. 345)

What are some of the chief facts which stand against the theory of disuse? What alternative theory of forgetting can you suggest? What is required to make this theory a law? Would it become an explanatory or a descriptive law? (Stroud, 1935, p. 230)

What practical differences would it make in our teaching methods if we taught pupils in order to develop their interests instead of trying to interest them in order to teach them? (Fletcher, 1934, p. 263)

What is wrong psychologically with the ancient dictum that knowledge is power? Try your hand at amending it so as to make it more nearly correct. (Fletcher, 1934, p. 319)

What happens when you try to keep your attention fixed on a white dot on the blackboard? (Hines, 1934, p. 133)

What would you do if a child in the classroom should ask you a question you could not answer? (Hines, 1934, p. 344)

Observe the errors you make in driving a motor car, and consider whether they are not often due to inadequate cue reduction. (Hollingworth, 1933, p. 33)

Write the alphabet backwards ten times, taking the time in seconds for each completion. Graph these times in the form of a learning curve and discuss the result. (Hollingworth, 1933, p. 187)

Is it better to memorize by sentences or by ideas? Explain your answer. (Kelly, 1933, p. 99)

What is the physiological basis of association? (Kelly, 1933, p. 109)

What is the nature of attention? What are the concomitants of attention? (Kelly, 1933, p. 121)

What is reasoning? Upon what laws is the act of reasoning based? Explain these laws. (Kelly, 1933, p. 139)

Explain the significance of the following statement: "Education is unsuccessful unless it trains the will." (Kelly, 1933, p. 169)

What is meant by the assimilation and organization of knowledge? What mental processes and powers are involved in this step? Explain the part that each plays in the learning process. (Kelly, 1933, p. 208)

What are the principles underlying effective discipline? (Kelly, 1933, p. 264)

Explain this statement: "Learning and studying are mutually related." (Kelly, 1933, p. 389)

Why do all learners and children need expert direction to make their learning truly economical and efficient? Why do they often succeed in one type of learning and fail in another? (Book, 1932, p. 15)

What is meant by "learning how to learn"? Does this phrase represent a type of acquisition that actually takes place? (Book, 1932, p. 40)

What more or less permanent motivating conditions do all children possess that a teacher should take into account when she tries to secure activity of a certain sort? (Book, 1932, p. 103)

What is the psychological basis for the proverb, "Practice makes perfect"? Explain. (Book, 1932, p. 121)

Give an illustration from your own experience showing how the element involved in conditioned learning operates. (Book, 1932, p. 152)

Who does most of the checking of a pupil's responses in school? Is this desirable? Why? (Book, 1932, p. 202)

When one creates a new adaptive response by the intelligent use of his knowledge and experience he makes what is called a "meaning response" that helps him in forming it. Explain this "meaning response" and why it helps in originating the new adaptive response. (Book, 1932, p. 237)

What is meant by the spirit of a school or class? Why is this important for economical learning? (Book, 1932, p. 375)

What is the probable cause of the variations in efficiency which occur during the course of a day's work? What is their practical significance for economy in learning? (Book, 1932, p. 440)

Suggest ways of using visual aids to facilitate the processes of mental organization. (Mursell, 1932, p. 83)

Why has over-learning so little assured effect in the way of producing long-time retention? (Mursell, 1932, p. 256)

Discuss class group patterns other than the audience pattern. (Mursell, 1932, p. 463)

In beginning a new phase of work in the classroom, would you assign the material as home work and let the child have an opportunity to work on it through trial-and-error, or would you first explain the principle in class and make the assignment one of practice? (Gifford, 1931, p. 325)

Show by a series of questions based on a particular school study how you can emphasize and train the critical judgment of children. (Gifford, 1931, p. 429)

A plateau in the learning curve is

- (a) an indication of indifference to improvement.
- (b) failure to try to improve.
- (c) a lack of interest period.
- (d) a sign the practical limit has been reached.

(Ralston, 1931, p. 169)

In general, is it wise to memorize by wholes rather than by parts? (Ralston, 1931, p. 184)

Does improvement always show when there is a great similarity between the practice and the test series? (Ralston, 1931, p. 200)

What is the basic element in thinking? (Ralston, 1931, p. 264)

What are the kinds of things that annoy pupils in the classroom and prevent them from doing their best work? (Holley, 1930, p. 64)

What are some of the conditions that are believed by people in general to interfere with learning? Which of these beliefs are somewhat in error? (Observe and interview ordinary folks.) (Holley, 1930, p. 121)

Why is motivation important in the learning of habits in the schoolroom? (Holley, p. 135)

Outline a course of training that you think would be helpful to high-school pupils in developing better methods of observation. (Holley, 1930, p. 144)

What important difference is there between learning in the case of acquiring motor skill and learning in forming fixed association? (Monroe, 1930, p. 197)

Learning should be thought of as reaction rather than absorption. (Pintner, 1929, p. 251) (True-False)

Explain why being a member of a class instead of a single pupil enhances the child's interest in school activities. (Tonks, 1927, p. 64)

List from your observation of classroom work stimuli which you have found to distract attention. (Tonks, 1927, p. 82)

Under what conditions is it better to have books open in class than to expect pupils to recite the facts given in the text? (Tonks, 1927, p. 144)

How shall a teacher make a recitation from a text stimulate thinking? (Tonks, 1927, p. 189)

Has the pupil the experience necessary to give meaning to the new perception? (Benson, 1926, p. 95)

To what extent are desirable and undesirable emotional outcomes dependent upon the quality of the teaching? (Benson, 1926, p. 111)

What is the relation between attention and bodily expression? (Benson, 1926, p. 124)

Why should a summary of a lesson be made? Should this be done by the teacher or by the pupil? Why? (Benson, 1926, p. 187)

What advantage does the study of supplementary texts have as a means of training pupils how to use books effectively? What disadvantages or limitations? (Skinner, 1926, p. 474)

Explain the following: Miss Moxley has her fourth grade class out in the fields studying nature. She bids her class to "See that cardinal bird in the tree. There it is." But no pupil saw it for quite a while. Finally, Robert saw it, and then wondered why he had not seen it before, and why his classmates were so stupid that they could not see it. (Skinner, 1926, p. 590)

What can educators do to help in the problem of pre-school education? (Edwards, 1925, p. 22)

What lasting benefits might be left to a student who says that he has forgotten all that he learned in a given course? (Edwards, 1925, p. 119)



Distinguish carefully between supervised study and the teaching of study. (Edwards, 1925, p. 239)

What justification exists for the project method in the light of the influence of purpose on attention? (Pillsbury, 1925, p. 137)

Is it better to learn all at once or to distribute the repetitions over several days? (Pillsbury, 1925, p. 180)

Is it likely that a child who is constantly held to work that is uninteresting to him may develop in consequence unfortunate intellectual and moral habits and attitudes? Explain. (Averill, 1924, p. 16)

Make a list of as many human motor habits as you can that depend for their building up in considerable measure upon trial and error. (Averill, 1924, p. 129)

A good procedure to use in teaching a poem, like *Old Ironsides* to a sixth-grade class. (Averill, 1924, p. 318)

Legitimate place of cramming. (Averill, 1924, p. 344)

Compare the meaning of "influence of attitude, disposition, set, pre-adjustment" with apperception. (Thorndike's Principles of Teaching, pp. 42-45) (Mead, 1923, p. 26)

What is the most economical way to memorize a short poem? (Mead, 1923, p. 43)

What lengths of intervals between practice and periods of practice seem most profitable? (Mead, 1923, p. 71)

Card-sorting. Material: card-sorting box and cards for one row of boxes for the check experiment and cards for a different row of boxes for the second experiment. Method: Have all the members of the class sort cards into one row of boxes for ten times at one sitting. On the basis of the records, divide the class

into four groups having equal learning ability; then take a different row of boxes for the second experiment. Have one group sort twice a day for ten days, another group sort five times a day for four days, and other group sort ten times a day for two days, and the other group sort twenty times at one sitting. With the same scale and on the same basis, plot learning curves for each of the four groups. (Pyle, 1921, p. 53)

The effects of knowledge of errors can be studied by means of an experiment in which some form of concealed hand movement is required. Compare the results when the subject is ignorant of his errors with the results of other subjects who are shown their errors. The movement can be such as placing a pencil at a certain angle with the perpendicular. The details should be planned by the instructor. (Pyle, 1921, p. 75)

Association. The object of this experiment is to make a study of the factors that determine the connection of ideas. In a class experiment nothing beyond illustration should be attempted. The free association experiment will serve well enough for this purpose. The instructor should prepare a list of words, then pronounce them one at a time to the class. When a word is pronounced the students are to write down the first word that comes to their minds. Let the students determine the factors operative in the case of each word, considering recency, primacy, frequency, intensity, mental set and emotional factors. The experiment should make it clear that there is nothing in the nature of ideas as such that bind them together, that the way in which they become bound together is a matter of experience. (Pyle, 1921, p. 132)

Think of some desirable habit you might make and make a list of the factors you could use best to help in the formation of the habit. (Edwards, 1920, p. 71)

What would you consider as the most common logical pitfalls for the student? (Edwards, 1920, p. 94)

Compare the value of mechanical drill with that of thoughtful practice. (Edwards, 1920, p. 105)

What educational benefits within the individual may come to one who makes himself a master of something? (Edwards, 1920, p. 115)

Discuss the relative values of different lengths of time for the learning of lessons. (Edwards, 1920, p. 131)

Many students say that they would never study by the whole method. What facts are there to indicate that they should study by the whole method? (Edwards, 1920, p. 142)

If education may begin with the pleasant and interesting and easy, why should it not end with these? Show fully and carefully what more is necessary and why. (Edwards, 1920, p. 207)

Let each of the following lists be pronounced to the class at the rate of about one per second, after which each will write as many syllables or words as he can recall.

1. mol, pof, lez, gir, reb, lem, zat, neb, tid, vib, kas, dov
2. bat, man, top, dog, sweet, cup, dry, bag, dot, fleet, Jack, horse.

(LaRue, 1920, p. 157)

Name some incentives that you consider legitimate to utilize in schoolwork as spurs to active attention. Name some that you believe to be dangerous or undesirable. Give reasons for your choice. (Colvin, 1913, p. 70)

What instinctive tendencies can education employ in furthering its own ends? What tendencies should be confirmed by education? What tendencies should be modified? (Colvin, 1913, p. 147)

Why is it essential to learn beyond the point where the material may be recalled without error? (Colvin, 1913, p. 263)

Contrast the "whole" and "part" methods of learning, and state under what conditions each may profitably be employed. (The reader would do well to test the relative merits of each of these methods for himself. Two poems of equal length, equal difficulty, and equal interest should be chosen. One should be learned either line by line or stanza by stanza; the other should be learned by rereading and reciting it as a whole until it is mastered. Note

carefully the number of repetitions required in each case, and the amount of time spent upon the learning. It is also well to try the same experiment with prose selections.) (Colvin, 1913, p. 296)

Illustrate the fact that a little knowledge may be a dangerous thing by causing a teacher to attempt the work properly belonging to a physician. (Thorndike, 1912, p. 18)

Give three or four illustrations from your acquaintances or from historical characters of the fact that a high degree of ability in one direction may go with only a moderate degree of ability in some other direction. (Thorndike, 1912, p. 249)

Try the experiment of learning some trick by practicing fifteen minutes a day while another person learns it by practicing thirty minutes a day, then try learning some other trick, reversing the length of practice periods. What do you learn from the experiment? (Pyle, 1911, p. 162)

What distribution of work, play, and rest should there be in the primary grades? How long can a child give effective attention? (Pyle, 1911, p. 220)

If you find it impossible to hold your mind down to study, where does the difficulty lie? (Betts, 1906, p. 24)

Show the uses and dangers of learning by heart and illustrate these in the case of (1) a lesson in geography, and (2) a passage of poetry. Mention parts of school work in which this method is essential and parts in which it should be used sparingly. (Dexter, 1900, p. 138)

Explain the psychological difference between: (a) recalling the impression of some part of London which is familiar to us; (b) forming a mental image of the appearance of old London before the great fire. How is it that good pictures help us so much in carrying out the latter process? (Dexter, 1900, p. 146)

What is meant by a concept? Show by means of an example how you would seek to develop clear and accurate concepts in children's minds. (Dexter, 1900, p. 161)

Give a short account of an act of judgment, and show how it is possible for a teacher to expect too little, as well as too much, from a child's power of judging about things. (Dexter, 1900, p. 171)

Show how the inductive method of reasoning may be employed in lessons on familiar natural phenomena, e. g., the seasons, snow, dew. (Dexter, 1900, p. 181)

What is meant by reason? What is reason sometimes called? Why? Analyze an act of reason. What do you discover? (Baldwin, 1887, p. 193)

## CHAPTER VI

## QUESTIONS ON TRANSFER OF TRAINING

Under what condition can a learning exercise in one subject be made to help a person in another subject? (Woodruff, 1948, p. 142)

What can teachers and pupils do to insure a maximum of transfer? (Witherington, 1946, p. 390)

Is the essence of transfer to be identified as the learner's act of the materials studied? In which are to be found the "identical elements"? (Witherington, 1946, p. 390)

What is the difference between formal discipline and transfer of training? (Witherington, 1946, p. 391)

Does one have to be conscious of transfer in order for it to occur? (Witherington, 1946, p. 391)

Do you think that the term transfer of training has led to a confusion in thinking on the problems involved? What evidence have you? (Skinner, Elementary, 1945, p. 209)

List the things you could do to increase the transfer values of the subject you teach. (Skinner, 1945, p. 273)

Children often can distinguish right action from wrong action when answering a questionnaire but they don't always do the right when given an opportunity. How do you account for this? (Gates, 1942, p. 538)

Summarize the arguments which indicate that the transfer of training from the influencing to the influenced function is largely effected by the similarities existing between these two functions. See Thorndike's, Roger's, and Overman's studies. (Jordan, 1942, p. 263)

After reviewing the evidence on transfer and mental discipline, do you believe that students with high academic abilities should take a large number of related courses even though the transfer is not exceptionally large? (Sorenson, 1940, p. 402)

Set up a transfer experiment as follows: Have members of the class prepare for one another several lists of English-Italian vocabulary pairs, taking them from a dictionary, on a scheme which will avoid serious duplications and centering upon the shorter Italian words. There should be four series of ten pairs each, which are to be used as testing material. Divide the class into two groups of about equal ability on the intelligence test scores already obtained. Have both groups memorize two of the sets of ten vocabulary pairs, keeping account of the time required for perfect learning. Group I is to memorize twenty-four lines of poetry per day for a week, again keeping account of the time spent. Group II has no assignment at all. At the end of the week set up the second two sets of vocabulary pairs, to be learned by both groups. Is there any gain on the part of Group I? Would this be evidence of transfer? Do those who memorized the poetry most quickly show any greater gain than the rest? How do you explain the results? (Mursell, 1939, p. 264)

Define and discuss the relation between faculty psychology, formal discipline, and transfer of training. (Trow, 1937, p. 351)

Granted that the claims for the disciplinary effects of the study of the classical languages have been discredited, does it follow that Greek and Latin should be excluded from the courses of study? Upon what psychologically sound basis may they be included in educational offerings? (Fletcher, 1934, p. 206)

Why does the explanation and interpretation of transfer require a thorough understanding of the nature of man, of the nature of the mind, of the learning process? Explain thoroughly. (Kelly, 1933, p. 309)

Try to write with your gloves on or to walk while your foot is asleep. How does this sensory interference affect your control over a series of reactions already learned and fixed? Would it interfere even more with the learning of these acts? (Book, 1932, p. 34)

Illustrate by one or more concrete examples what facilitation in learning really means, how habits acquired in a given case of learning may interfere with the development of the habits to be acquired in some other instances of learning. (Book, 1932, p. 497)

Collect instances of claims for transfer in various school studies. How might these claims influence teaching? (Mursell, 1932, p. 112)

Distinguish between free and controlled association. Which is more frequent in everyday life? Which in school work? (Gifford, 1931, p. 392)

How could transference of training in such attitudes or general patterns of conduct as neatness, promptness, and thoroughness be facilitated in departmental teaching in the junior and senior high school? (Gifford, 1931, p. 673)

Discuss "attention" in relation to transfer of training. (Cameron, 1930, p. 312)

What subjects of the curriculum have relied upon the arguments of formal discipline to justify their place in the program of studies? (Holley, 1930, p. 206)

Prepare a paper on "transfer of training" that would be suitable for reading at a parent-teacher meeting. (Monroe, 1930, p. 251)

To aid the teacher in securing significant information about the pupils, what facts about each pupil should be included in the school record? (Monroe, 1930, p. 600)

If you wish to improve your memory, it is well to practice memorizing lists of numbers or dates. (Pintner, 1929, p. 285) (Answer True or False)

It has been said that a poor memory is often the result of poor forgetting. In what sense is this statement true? Illustrate in school work. (Breitwieser, 1926, p. 146)

Make a lesson plan that will show the essential steps in the teaching process when the teacher's aim is to train children in effective thinking. (Skinner, 1926, p. 566)

To what extent, if at all, should transfer of training be taken into account in teaching? (Skinner, 1926, p. 666)



What do you consider to be the importance of method in connection with transfer? (Edwards, 1925, p. 132)

List the fallacies that usually creep into arguments about transfer of training. (Pillsbury, 1925, p. 319)

Write out the train of ideas suggested to your mind by some such associative "cue" as a picture, a person's face, a bouquet, a chirping cricket, etc. (Averill, 1924, p. 201)

Effects of a possible future complete explosion of the doctrine of formal discipline. (Averill, 1924, p. 375)

How would you make an estimate of the amount of transfer? (Mead, 1923, p. 115)

Only a simple experiment in transfer can be undertaken as a matter of demonstration and illustration. If the following experiment has not already been tried it should now be done. Use five rows of the card-sorting boxes. Make two sortings for each row. This can be done in an hour. Note that the scores for each succeeding row are better than the preceding scores. How many causes for the improved scores can be discovered? If time is available, the instructor can repeat any of the shorter experiments reported in the chapter of discussed in the references, but transfer experiments, as a rule, are too difficult to be undertaken as a class exercise. (Pyle, 1921, p. 322)

Distinguish between the old statement of The Dogma of Formal Discipline and the present day statement of The Transfer of Training. (Edwards, 1920, p. 160)

Under what conditions may specific habits, built up as responses to specific situations, be transferred to other situations? (Colvin, 1913, p. 188)

Test yourself with regard to your ability to form images in different fields of sensation: Recall the image of the house in which you live; compare the vividness of the imaged colors, and the accuracy of the corresponding perceptions. Can you imagine a familiar

tune played upon the piano? Compare the image with the perception, noting the points of similarity and difference. Try to image the odor of coffee; of tar; of camphor; of kerosene or gasoline. How would you compare your ability to form images in this field with your ability to image sights and sounds? Try to image tastes, pains, and movements, and make similar comparisons. (Colvin, 1913, p. 241)

Does mathematics, or anything else, develop a general reasoning capacity that can function universally? (Pyle, 1911, p. 238)

Briefly describe the mode of activity of a child's mind in assimilating oral lesson--say on history. How would you distinguish mere verbal knowledge from a real understanding of such a lesson? (Dexter, 1900, p. 188)

## CHAPTER VII

## QUESTIONS ON COMMUNICATION

Observe the movements of a child's eye in reading by means of a mirror held at the side of the right eye. Why are more fixations made in oral than in silent reading? (Witherington, 1946, p. 224)

What types of habits may be acquired in the early grades which will reduce one's speed of reading later? (Witherington, 1946, p. 224)

If manuscript writing is not to be used as a permanent system, why is it recommended for first and second grades? (Witherington, 1946, p. 224)

Why is it that different people read into a document different meanings? What does this suggest as to the nature of reading? (Witherington, 1946, p. 224)

Is a foreign language learned in a different manner from that used in learning one's native tongue? Do teachers always agree with your view? (Witherington, 1946, p. 224)

Investigate the matter of rules for spelling. Which rules do you think should be taught, if any? (Witherington, 1946, p. 224)

Can pupils be compelled to write an "original composition"? Explain in full with illustrations. Can appreciations be taught? Explain. (Skinner, Elementary, 1945, p. 257)

Criticize the use of "flash cards," that is, large cards of printed words that are "flashed" to view and quickly removed, as a means of increasing the span of perception of words in ordinary reading. (Gates, 1942, p. 418)

What methods would you use to enrich the experience of a group of third grade city children before you had them begin a farm reading unit? (Gates, 1942, p. 460)

Select a poem and show exactly how you would proceed to teach pupils to enjoy it. (Jordan, 1942, p. 135)

Summarize the differences between boys and girls in the preferences for reading. (Jordan, 1942, p. 345)

How do you appraise your own reading abilities and interests? Trace your own motivation in reading or the lack of it back of its source and the circumstances which have influenced it since. (Starch, 1941, p. 374)

Compile as many illustrations as you can of (a) where good language habits, pleasing voice, concise language, and so on, aided the teacher and the learning of the pupils; (b) where a speech on language deficiency was a distinct handicap to teaching and to learning. How can such assets or handicaps be fostered or overcome? (Starch, 1941, p. 425)

Do you know a foreign language, or do you merely know about one? What criteria enable you to evaluate your own foreign language ability? (Starch, 1941, p. 442)

What is your own literary equipment? Is it adequate for your teaching ambitions? Why can you do about it? What will you do? (Starch, 1941, p. 467)

Why is language called a form of behavior? Would it be possible to know anything about psychological facts if there were no language? (Griffith, 1939, p. 39)

Define the following words and phrases: nonverbal adjustment, language, vocal habit, naming habit, idea, concept, memory images, fixation, span of comprehension, vocabulary drills, speech difficulty, stammering, stuttering. (Griffith, 1939, p. 358)

Select a child retarded in reading, discover the cause, and try the program that, from your studies, you think will help him. (Race, 1938, p. 234)

How does the perception of language develop? Describe the process in detail. To what extent is this development dependent upon maturation? (Douglas, 1938, p. 317)

Visit a class in beginning reading and observe the methods being used. Note in particular the emphasis placed upon (a) phonetics, and (b) pupils' experiences. (Trow, 1937, p. 207)

What part does maturation play in the child's acquisition of speech? Apply the maturation principle to some school activity. (Garrison, 1936, p. 39)

With the knowledge gained in your previous study of psychology, discuss the relation between perception and reading. What is meant by the statement that what the reader gets from the printed page is in a large measure determined by his past experience? (Garrison, 1936, p. 228)

Discuss the problem of whether the English teacher is more responsible for vocabulary growth than the teacher of history or mathematics. (Garrison, 1936, p. 265)

What is the function of grammar? Can you list three values secured from a study of grammar? (Garrison, 1936, p. 305)

At about what age do students cease to make improvement in rate of reading, on an average? How do you account for this? Is it justifiable educationally that improvement should stop at this age? Defend your answer. Would it be possible for the majority of educated people between the ages of thirty and thirty-five to improve their rate of reading materially without losing anything in comprehension. (Stroud, 1935, p. 477)

What are the respective influences of feeling and emotion upon the learning of language? (Hines, 1934, p. 217)

Cut a small hole in a sheet of paper, just big enough to expose a word of print at a time; Try to read a page by moving this slit along, uncovering the words one at a time. What features of the psychology of reading does your experience emphasize? (Hollingworth, 1933, p. 342)

Secure specimen compositions from school children and rate them, using one of the available composition scales. Discuss the questions that arise in connection with this project. (Hollingworth, 1933, p. 383)

What reasons are there for the statement that a definite reading problem exists in almost every course in high school? (Mursell, 1932, p. 145)

Summarize the evidence against courses in English composition whose chief emphasis is on either mechanics or good usage. (Mursell, 1932, p. 175)

Can you think of any methods of stimulating pupils' interest in reading? (Mursell, 1932, p. 227)

Illustrate the fact that language and thinking develop together. Show how the correct learning of words and theories both saves mental energy and releases the mind for further thinking. Contrast language and verbalism. (Wheat, 1931, p. 108)

Should the objective of reading instruction be defined as a habit or as an attitude? Does either by itself sufficiently define the reading objective? In giving the reasons for your answer, point out which one depends upon the other for its correct development. (Wheat, 1931, p. 251)

Discuss the topics; (1) Handwriting as sensori-motor learning. (2) Handwriting as a perceptual learning. (Wheat, 1931, p. 286)

Examine a set of spelling books. Estimate the proportion of words that are in common use in the writing of the average person. (Wheat, 1931, p. 309)

If a child is failing to learn to read, what is the most obvious possible reason? (Cameron, 1930, p. 37)

What are the three dangers to genuine learning involved in the use of language? (Cameron, 1930, p. 249)

In what sense is it true that the rate of speed at which we read is more important than what we get out of the reading? (Cameron, 1930, p. 335)

Describe the relation of mental imagery to spelling. (Cameron, 1930, p. 352)

Discuss the relation between form and speed in handwriting. (Cameron, 1930, p. 374)

Explain the statement: Language is not primarily a thing to be taught. (Cameron, 1930, p. 418)

Should the study of foreign languages be begun in the elementary school? (Cameron, 1930, p. 436)

Read up on some of the original experiments on eye movement. (Pyle, 1930, p. 22)

Devise a method and test yourself on speed in oral and silent reading. (Pyle, 1930, p. 37)

Make a list of suitable subjects for primer stories. (Pyle, 1930, p. 53)

Make a complete list of devices for arousing interest in reading. Which are best? (Pyle, 1930, p. 79)

See if you can find a very poor reader in the eighth grade--if you can, try to determine the cause. (Pyle, 1930, p. 108)

From your various experiments and studies of reading tests, what do you think of their value? their limitations? their validity? (Pyle, 1930, p. 129)

What experiment in reading would it be desirable and possible to try out in this class? What material should be used? What measures will be needed? What will the time schedule be? What errors may be avoided? If this is all done, what will the results prove? (Watson, 1930, p. 18)

A certain class in written composition is given work in pantomime. Is this valuable for expression? For general learning? (Burton, 1929, p. 441)

Visit a class in handwriting in the lower grades. Do you find examples of trial and error learning? (Garrison, 1929, p. 140)

Name some bodily movements which aid persons in conveying their feelings to others. Do you find marked differences between children with respect to movements which aid speech? (Garrison, 1929, p. 227)

What are the chief methods which have been used in studying errors in sentence structure? What are the advantages of keeping a list of errors made by a group of children? (Garrison, 1929, p. 265)

Why does society lay so much stress on the development in the child of the ability to read? How can this be justified? What does reading do for the child? (Garrison, 1929, p. 285)

How does the primary purpose in silent reading differ from that in oral reading? (Garrison, 1929, p. 329)

Secure a number of reading tests and study them to determine just what phase of reading ability each test is supposed to measure. (Garrison, 1929, p. 349)

Make a note of methods you have known teachers to use in developing class lists of words. What are the advantages and disadvantages of such lists? (Garrison, 1929, p. 402)

Name all the elements you can which enter into the writing habit. (Garrison, 1929, p. 426)

Describe the habits which the learner in penmanship forms. In reading. In typewriting. (Tonks, 1927, p. 102)

Is learning by wholes or by parts desirable in spelling? (Benson, 1926, p. 161)

Estimate the value of keeping a child after school to rewrite a misspelled word or a wrong grammatical phrase correctly one hundred times. (Benson, 1926, p. 176)

Should examples of excellent paragraphs and sentences be read or should errors be picked out and corrected? (Breitwieser, 1926, p. 85)

Present arguments for and against the teaching of Latin as a means of language development. (Breitwieser, 1926, p. 215)

Which is preferable in a reading lesson: to have the student read orally to the class, or to tell the story after reading a section? Why? (Breitwieser, 1926, p. 221)



What reply would you give to the business man who tells you that the education of today is failing to give our children the power to spell? (Breitwieser, 1926, p. 225)

Should all teachers cooperate in the development of good English? Why? (Breitwieser, 1926, p. 230)

Sketch briefly the essentials of a good course in writing adapted to present-day schools. (Breitwieser, 1926, p. 235)

Why should the teacher be concerned about the facts of perception in his teaching? How do these facts also apply to the public speaker, and to the writer? (Edwards, 1925, p. 92)

From your knowledge of learning in different grades, what can you say as to desirable differences in procedure for learning to read for the younger as compared with the older pupils? (Edwards, 1925, p. 164)

What is the advantage of discussing English composition apart from other subjects that are included in English, such as grammar, spelling, and literature? (Edwards, 1925, p. 195)

How do habits help in speech? (Pillsbury, 1925, p. 106)

What relation between the reading pauses and the character of the material read? (Pillsbury, 1925, p. 203)

Why is much analysis of literary selection likely to arouse distaste rather than appreciation? (Mead, 1923, p. 221)

What types of psychological aims are to be attained in learning to hold an interesting conversation? (Mead, 1923, p. 240)

How may the influence of the schools and colleges actually be for poor English rather than for good English? Show in terms of the principle of habit formation. (Edwards, 1920, p. 242)

What value is there in composition work, from the standpoint of discrimination and analysis? (LaRue, 1920, p. 177)

Which requires the greater ability, to analyze a sentence or to construct one? Why? (LaRue, 1920, p. 269)

When you recall a stanza of poetry, do the various images suggested by the words come to you, or only images of the words themselves? (Betts, 1906, p. 127)

What is language? How do we express our thoughts? our emotions? our resolves? What proportion of our movements in reflex action? (Baldwin, 1887, p. 272)

## CHAPTER VIII

## QUESTIONS ON QUANTITATIVE BEHAVIOR

What are some of the possible conditions which might result in a disliking for arithmetic? (Woodruff, 1948, p. 113)

Explain how a child may be made intelligent about number conceptions to such an extent as to reduce the need for drill. (Witherington, 1946, p. 132)

Considering that algebra is generalized arithmetic, how can numbers be so taught as to be of aid later in algebra? (Witherington, 1946, p. 224)

What is the practical value of teaching children in arithmetic to rationalize and generalize? (Witherington, 1946, p. 390)

Does mathematics train people to reason soundly about all matters? How could you get proof in this matter? (Witherington, 1946, p. 391)

Explain the tendency in modern instruction in arithmetic to eliminate certain processes that were once emphasized. (Skinner, Elementary, 1945, p. 282)

Are the arithmetic errors of children in any respect different from those of adults? Are the operations or problems which they find easy or difficult the same as those so experienced by adults? Secure the answers to these questions by studying the responses of a half dozen elementary-school pupils and an equal number of unselected grown-ups to the same arithmetic test. What significance do you see in your findings and in the general problem here involved? (Hartmann, 1941, p. 458)

How have the evaluations of mathematics changed from the time you learned arithmetic, algebra, and geometry to the time that you plan to direct the learning of others? (Starch, 1941, p. 578)

The great mathematician, inventor, or philosopher has ideas that have occurred to very few people. What terms do you use to describe his mind? (Sorenson, 1946, p. 157)

Why is it better to use the simple terms "and," "take away," "how many 2's in," and "two 2's," rather than "plus," "minus," "goes into," and "times," or "add," "subtract," "divide," and "multiply"? (Race, 1938, pp. 194-195)

Descriptive geometry has no transfer for any problems except those having geometrical setting. (Answer True or False) (Garth, 1937, p. 213)

What reasons may be given for studying geometry? What may we say that a study of geometry does to the pupil? What is meant by the expression "disciplinary aims"? (Garrison, 1936, p. 342)

Examine errors in arithmetic made by young pupils, distinguishing the part played by (a) inadequate learning, and (b) inadequate scope for all the details of the problem. (Hollingworth, 1933, p. 58)

Describe some case in detail to show that mathematics is the symbolic execution of overt manipulation or experiment in the field of sense perception. (Hollingworth, 1933, p. 365)

Arithmetic teaching has often been criticized for introducing highly artificial and improbable problems. What difference does it make, so far as mastery of number relations and operations is concerned? What is the basis of the objection? (Hollingworth, 1933, p. 429)

Show the similarity between learning to solve algebra problems, to play golf, and to appreciate pictures of poems. (Mursell, 1932, p. 56)

What psychological difference is there between computation and problem solving? (Mursell, 1932, p. 208)

Discuss the topic: "Arithmetic as a means of teaching pupils to generalize." (Wheat, 1931, p. 172)

What is the relation between knowledge of fundamentals and ability to solve problems in arithmetic? (Cameron, 1930, p. 397)

Show the character of each of the logical fallacies most common in a pupil's reasoning concerning geometry. (Cameron, 1930, p. 507)

Should mathematics books have answers in them? List the points on both sides of the argument. (Holley, 1930, p. 159)

What is the difference between counting and repeating the number names in order? (Monroe, 1930, p. 501)

Study many arithmetic texts, old and new, and compare them from the point of view of the principles given in this chapter. (Pyle, 1930, p. 231)

Determine the number of additional bonds involved in addition, subtraction, multiplication, and division. (Pyle, 1930, p. 260)

Make an outline of a plan for teaching all the three hundred elementary combinations. (Pyle, 1930, p. 281)

If it is convenient for you to do so, find out what aspects of fractions give pupils the most trouble, then discover why. Find a remedy. See Brueckner. (Pyle, 1930, p. 312)

Show the relation of reasoning to habit. (See Thorndike, Psychology of Arithmetic, p. 190) (Pyle, 1930, p. 329)

Write a paragraph on training children to reason in arithmetic. (Pyle, 1930, p. 329)

Plan method for discovery of failure in arithmetic reasoning. (Pyle, 1930, p. 367)

Illustrate through the use of the fundamental processes of arithmetic how elementary skills are integrated into larger wholes in learning. (Garrison, 1929, p. 110)

List all the methods you have observed teachers use in motivating pupils in their work in arithmetic. Which methods do you consider superior? Which inferior? (Garrison, 1929, p. 459)

Visit a class in arithmetic in the grades and observe the work for several days. Notice whether the pupils are prepared for the work which they are assigned. Does the teacher appear to anticipate difficulties which the children encounter? What methods are used to relate the day's work to previous work? (Garrison, 1929, p. 476)

List purposes for which teachers may use standardized arithmetic tests. Which are the most important? (Garrison, 1929, p. 489)

In September after the summer vacation children are just about as good in arithmetic as they were in the previous June. (Answer True or False) (Pintner, 1929, p. 262)

Experiments show that children do best on arithmetic during the first period in the morning. (Answer True or False) (Pintner, 1929, p. 307)

The entire multiplication table was once taught in order; for example,  $1 \times 2 = 2$ ;  $2 \times 2 = 4$ ; and so on. Now it is being taught in mixed order until all combinations are learned. Give good reasons for this change of method. (Benson, 1926, p. 136)

When should arithmetic be taught in the school day? Why? (Benson, 1926, p. 331)

Should negroes be taught in the same schools as whites in grades? In high school? Why? (Breitwieser, 1926, p. 46)

What are the differences in the meanings of: "a long time ago," "one hundred years ago," "five hundred years ago," "one thousand years ago," and "ten thousand years ago," to a student of eight; of twelve, a college student of history; a trained historian? (Breitwieser, 1926, p. 135)

Suggest some methods for increasing the transfer value of geometry. (Breitwieser, 1926, p. 172)

What is meant by the psychological organization of mathematics as opposed to the local organization? (Breitwieser, 1926, p. 240)

What previous experience would you attempt to recall if you were to teach (a) the division of one common fraction by another; (b) finding the rate when the base and percentage are given; (c) find the interest on a note. (Skinner, 1926, p. 495)

Why is it a waste of time to plunge a class of children immediately into arithmetic work after a very interesting lesson in history in which all the pupils participated wholeheartedly? (Skinner, 1926, p. 521)

What transfer might you expect from mathematics that may not be had as well from other subjects? (Edwards, 1925, p. 178)

It is stated that the men who led the mathematical tripos, the highest mathematical honor at Cambridge, have proved exceptionally successful judges in the Indian service. Is it because of the mathematical training or because the rivalry selected the men of exceptional general ability? (Pillsbury, 1925, p. 89)

Give the essential differences between an arithmetic and a writing test. (Pillsbury, 1925, p. 337)

How will differences in ability in elementary arithmetic be distributed among a thousand children of one school grade? (Mead, 1923, p. 88)

Select a text in arithmetic. Consult its lists of problems and the work which has preceded each list. Then judge which are actually problems (difficulties, novel situations) for the pupils of a given grade of attainment. (Mead, 1923, p. 195)

Make a plan for a "true-false" examination in algebra. (Mead, 1923, p. 211)

In biology the students learn, for example, the connection between the lungs and the function of breathing. If the different steps involved in breathing are not

brought to their attention again and again this first observation, the initial connection, will not be retained. (Pyle, 1921, p. 103)

We can teach a great deal of geography by means of moving pictures. Could we teach mathematics equally well by such a method? Why? Answer in terms of perceptions and ideas. (LaRue, 1920, p. 101)

To what extent would you relate arithmetic and manual training? (Thorndike, 1912, p. 129)



## CHAPTER IX

## QUESTIONS ON PERSONAL RELATIONS

Discuss the social significance for the school of sex differences with respect to the timing of developmental characteristics during the preadolescent and the adolescent period. (Davis, 1948, p. 43)

From the standpoint of social demands and the individual's ultimate welfare, formulate your point of view concerning the extent to which the child's interest in school activities should determine their nature. How would you approach the problems involved in teaching a school subject in which some pupils might profess complete lack of interest? (Davis, 1948, p. 107)

As a teacher, outline procedures for helping a pupil adjust to a new school or new neighborhood environment. (Davis, 1948, p. 168)

To what extent is the modern social dance actually social? To what extent biological? Would it be as successful if boys and girls were to dance in separate groups? (Witherington, 1946, p. 66)

When children are slow to learn manners, is the problem one of learning or of adequate motivation? Explain. (Witherington, 1946, p. 66)

Why will children do things in groups which they will not do alone? Does this apply to desirable actions as well as to undesirable ones? (Witherington, 1946, p. 66)

To what extent are social abilities, intelligence, size, character, and leadership related to each other? (Witherington, 1946, p. 132)

Are people who say education should integrate personality assuming that pupils are disintegrated personally or mentally? Explain. (Witherington, 1946, p. 416)

What can teachers in the public schools do to improve the personality and character of the students? (Witherington, 1946, p. 416)

Why is it so difficult to construct a test to measure personality? (Witherington, 1946, p. 416)

Discuss the relationship of gregariousness to the process of socialization. (Skinner, 1945, p. 121)

Make a list of personality traits which can in part compensate for mediocre ability, or less. Show why. (Skinner, 1945, p. 362)

Can personality be measured? Attempt to evaluate your own personality by developing your own instrument and applying it to yourself. Is the "total" personality the same thing as the sum of isolated and abstracted traits? Explain. (Skinner, 1945, p. 509)

Outline a social case history of yourself. How many persons or institutions would have to be contacted to secure all the information called for by the outline? (Skinner, 1945, p. 532)

What should be the educational philosophy of the teacher of deviating children? (Skinner, 1945, p. 553)

What is the meaning of the statement that behavior is structure in action? (Skinner, Elementary, 1945, p. 52)

What is the effect of war on mental health? (Skinner, Elementary, 1945, p. 397)

Give examples of thwartings which appear to benefit personality development. (Gates, 1942, p. 683)

What is the justification for studying personality adjustments and maladjustments? (Jordan, 1942, p. 430)

One study of American culture (viewed in its entirety as an organic whole) maintains that our society tends to rank the major values in this descending order: Economic, political, theoretical, social, religious,

esthetic. Is this your impression of the way in which the average folks of your community arrange their values? Do you see any special significance in the fact that the first three in the sequence just given are the values which men typically place highest and the others those which women typically rank highest? Has this any pertinence to the prestige of public-school teaching in the light of the sex ratio found in this career? Does this help explain those occasions when you felt inferior about your personal values in comparison to those of others? (Hartmann, 1941, pp. 41-42)

Why are some persons more strongly impelled than others to work for the abolition of poverty? Try to secure light on this problem by case examinations of a few young people who are much concerned with this objective, of some who are indifferent, and of some who are even hostile to such a purpose. Are there any characteristic differences in the personality qualities and past histories of these three groups? (Hartmann, 1941, p. 223)

What are some of the consequences of treating a symptom rather than a cause in cases of personality difficulty? (Hartmann, 1941, p. 407)

How can the educational system effectively work toward the establishment of co-operative tendencies among pupils when the adult life of the community is predominantly competitive? Is there any way of making a "painless" transition from one behavior pattern to the other? (Hartmann, 1941, p. 429)

Describe an experience in which skill in a game was a positive factor in social growth. (Starch, 1941, p. 645)

Do you have a working knowledge of what the child world is like compared with your own adult one? What use is such knowledge in teaching? (Starch, 1941, p. 707)

A boy six years old has the physical development of an average eight-year-old and a mental age of nine. Discuss what he is likely to be from the standpoint of social development. Similarly for a six-year-old boy with a physical age of five and a mental age of four. (Sorenson, 1940, p. 48)

A certain man assumed a very dignified air; he was hard to approach and was arbitrary and authoritative. Furthermore, he tried to keep his environment as simple as possible. Try to give the reasons for his behavior. (Sorenson, 1940, p. 92)

Just how far can the experimental sciences contribute to problem solving? (Griffith, 1939, p. 511)

Discuss the importance for the arts of teaching and learning of a thorough understanding of what we mean by "self," "personality," and "character." (Griffith, 1939, p. 549)

Explain how cheating may be a way of adjusting oneself to a difficult situation. (Griffith, 1939, p. 595)

If we were planning a course in Self-Control, Self-Discipline, and Self-Confidence, what exercises should we include in it? Could we get any hints from the things boys "dare" each other to do? From Greek or Indian life? Can we expect much self-control from young children? How can we find out how to grade our course? (LaRue, 1939, p. 257)

Show how the intellect may be the controlling force in preserving integrity of personality. (Race, 1938, p.320)

How would you train a child out of inferiority feelings? (Race, 1938, p. 338)

Which of these characteristics make for your greatest success and happiness? (Race, 1938, p. 347)

The personality of the individual is of more importance than any of its phases. (Answer True or False) (Garth, 1937, p. 305)

Do you know anyone who has had a "nervous breakdown" (neurasthenia)? What were the symptoms? The treatment? How might it have been avoided? (Trow, 1937, p. 72)

Do you know any students who entered college at fifteen or sixteen years of age? Do you think it would have been better for them to have waited a year or two before entering? Do they think so? How could they have spent those two years profitably? (Trow, 1937, p. 96)

What are some of the difficulties involved in the development of character through the school program? What suggestions would you make relative to this condition? (Garrison, 1936, p. 561)

How is personality related to attitudes? To education? To character? (Garrison, 1936, p. 577)

Are precocious children likely to be popular among their classmates? (Eurich, 1935, p. 236)

Is there any relation between intelligence and emotional and social maladjustment? (Eurich, 1935, p. 274)

What is meant by integrated personality? What are the principles by which integration is accomplished? Is integration always socially desirable? Why is integration usually considered desirable from a psychological standpoint? How is an individual ever able to live "peaceable" with socially incompatible tendencies? (Stroud, 1935, p. 416)

Enumerate certain major social trends you have observed which seem to bear upon the question of the sorts of social relationships that will characterize future society, and the kinds of mental training necessary to make these relationships more successful. (Fletcher, 1934, p. 224)

Give a list of school problems formerly considered matters of discipline and morals, but now better interpreted in relation to mental health. See Wickman's Children's Behavior and Teachers' Attitudes. (Fletcher, 1934, p. 297)

The genetic theories of personality growth stress the influence of educational experience as against that of heredity. Itemize the main points in this hypothesis. See Schwesinger's Heredity and Environment, pp. 387-430. (Fletcher, 1934, p. 424)

Several boys in the sixth grade organized a gang, played together to the exclusion of all other boys, devised ways for antagonizing the teacher, and finally destroyed some school property. The leader of the gang

was socially somewhat more mature than the others. If, as a teacher, you were faced with such a situation, what would you do? Point out the possible solutions. (Hines, 1934, p. 41)

Define briefly seven different types of lying indulged in by children. What type is the most harmful? (Hines, 1934, p. 192)

Analyze the definition: character is the individual's total customary reaction to his environment. (Hines, 1934, p. 326)

Cite behavior which you think might appropriately be called "emotional immaturity." What in general are the signs of emotional immaturity? (Hollingworth, 1933, p. 401)

Find some survey of the mental and physical characteristics of a group of juvenile delinquents and consider in what ways they are distinguished from other children. (Hollingworth, 1933, p. 475)

What is meant by human personality? (Kelly, 1933, p. 16)

Discuss the following statement: "It is the teacher's business to see to it that every child at some time, in some way, in some subject, achieves a success that will give him a decent respect for himself." (Kelly, 1933, p. 419)

Problem: To study the effect, upon progress in learning, of having definite knowledge of some mistake you have been making.

Method: Have some friend point out to you some mistake which you habitually make in spelling a word or in the use of some grammatical form when you write or speak. Then take definite steps to keep this mistake in mind when you have to write or engage in oral speech.

Results: Note the effect, if any, that this knowledge of your mistake produces upon your success in establishing the correct spelling or language habit in place of the wrong one. In what types of learning is a knowledge of the learner's mistakes particularly helpful to him? (Book, 1932, p. 422)

Suggest modes of increasing social facilitation in the recitation. (Mursell, 1932, p. 445)

Show how physical and mental growth seem to be linked together. Do this by indicating through illustrations how favorable or unfavorable conditions of physical growth in childhood appear to have affected adult success in adjustment to social situations. (Gifford, 1931, p. 646)

Indicate by definite examples how far our social surroundings play a part in making our personality. (Gifford, 1931, p. 710)

Do instincts have anything to do with character formation? (Ralston, 1931, p. 22)

What advantages come to the child whose parents try to realize their own life ambitions through him? What disadvantages? (Holley, 1930, p. 47)

Prepare a list of ten socially approved sentiments. (Holley, 1930, p. 98)

Which subjects of study can a teacher use in character training? (Holley, 1930, p. 172)

What types of personality peculiarities have you found to be troublesome when shown by your companions? (Holley, 1930, p. 248)

A teacher's personality is considered an important qualification. How does it affect the learning activities of his students? (Monroe, 1930, p. 224)

Do you agree that "mental hygiene concerns every child"? Explain. (Monroe, 1930, p. 583)

Outline the kind of character training which you would approve and justify it in terms of the laws of learning which you know. (Watson, 1930, p. 131)

What suggestions for reducing delinquency appear to you as most promising? Why? What psychology is involved in putting them into operation? (Watson, 1930, p. 153)

What is the relationship of self-expression to social control? (Watson, 1930, p. 274)

How far would the influence of a speech or editorial on public policy be conditioned by emotional responses connected with such words? What is the relation of such feelings to reasoning? (Watson, 1930, p. 290)

For what type of student does group activity seem to be of most value? Can you see any reason for this? Ask a teacher in the elementary school what her experience is concerning the point discussed here. (Garrison, 1929, p. 184)

Find in the references several definitions of personality. How do these agree? In what way does the notion of personality given in this test differ from that found in each of the references consulted? Why is personality referred to as a very complex matter? (Garrison, 1929, p. 204)

The Freudian subconscious seems to be a region into which we thrust our repressed desires. (Answer True or False) (Pintner, 1929, p. 65)

In the case of a child who lies because he fears punishment, explain the psychological reaction which each of his elders expects to insure by the following modes of treatment:

- (a) His mother asks him no incriminating questions.
- (b) His father flogs him on suspicion.
- (c) His older sister refuses to believe anything he says.
- (d) His teacher tells him stories of men greatly remembered because they spoke the truth.
- (e) His uncle praises him when he tells the truth.
- (f) His aunt catachizes him relentlessly in order to worm the truth out of him.

(Tonks, 1927, p. 18)

Study your own tastes (musical, literary), your own attitudes (toward uncongenial work, toward racial and economic differences, toward famous people, toward a political party). To what extent can you account for them in terms of home, companionship, school, church influences? (Tonks, 1927, p. 43)

Outline a plan for character building in children of the grades. Do the same psychological principles apply in character building that apply in the teaching of the school subjects? (Skinner, 1926, p. 632)



What are the three essentials for a normal, hygienic, and happy life? (Skinner, 1926, p. 730)

What is the relation of habit to the more general, indirect, results of education, such as may be found in moral character? (Edwards, 1925, p. 68)

Types of instability in children. (Averill, 1924, p. 390)

What can you say about the need of and means of moral education in our schools? (Edwards, 1920, p. 151)

Mention any striking variations of personality you have learned of in connection with historical characters. In connection with well-known literary characters, such as Lady Macbeth. Can you explain these peculiarities? (LaRue, 1920, p. 288)

Select some character which seems to you to be truly great and thoroughly healthy, and describe its most impressive characteristics. (LaRue, 1920, p. 308)

Note the behavior of a child (from three to seven years old) for a period of half an hour. What activities can you find that probably are due to instinctive tendencies, and to what instincts are they due? (Colvin, 1913, p. 139)

Under our modern social conditions, does the person that is always fighting accomplish the most? Compare Presidents of the United States in this regard. (Pyle, 1911, p. 60)

In a family of several children, do you think that either child has any advantage as far as the development of the social instincts is concerned? Make careful observations with this point in mind. (Pyle, 1911, p. 71)

Do you believe that the personal relations of teacher and pupils are more important for moral training than formal teaching of ethics? (Pyle, 1911, p. 183)

It is said that moral training implies sympathy between parent (or teacher) and child. Inquire into the meaning of this statement and compare the general moral effect of a severe discipline; i. e., one relying mainly on fear of punishment, with one which appeals to personal affection and sympathy. (Dexter, 1900, p. 279)

"Only by doing can a child attain strength of will, and only by successful doing." (Rencke.) Consider what psychological justification there is for this dictum, and discuss its value as a practical maxim in education. (Dexter, 1900, p. 304)

How would you train your pupils in good manners? In what respect would you expect pupils so trained to differ from those whose training has been neglected? (Dexter, 1900, p. 328)

Compare the discipline of the school and the discipline of home in the formation of character. (Dexter, 1900, p. 365)

## CHAPTER X

## QUESTIONS ON SOCIAL INSTITUTIONS

Although textbooks in psychology frequently suggest to teachers that interest and accomplishment are nourished by success, many students believe that the idea of success has been overemphasized, asserting that "most persons cannot attain, in our present social order, what has been considered success." You should be able to point the fallacy in the reasoning as stated. (Davis, 1948, p. 338)

Obviously more advance has been made in physical sciences than in political science. Is this difference due to subject matter or to other factors? (Witherington, 1946, p. 273)

Ask several people to give their definitions of a group of words used in social science, such as capitalism, socialism, fascism, democracy, or patriotism. Compare the meanings expressed. Can good teaching improve understanding about these matters? (Witherington, 1946, p. 296)

Subjects classified as social sciences include history, economics, ethics, sociology, political science, civics, and anthropology. Do these have enough in common to be fused into a social-science course in high school? What are the common elements? (Witherington, 1946, p. 296)

List the characteristics or behavior traits of a person who is properly "socialized." To what extent can these objectives be attained in the elementary school? (Witherington, 1946, p. 296)

How can the direct attack be used in teaching social science? How does the logical approach differ from the psychological approach? Consult old books on civil government. (Witherington, 1946, p. 297)

How early does social consciousness arise in a child? What evidences support your opinion? (Witherington, 1946, p. 297)

How early can a child learn history as such? What experiences or apperceptive basis is needed to grasp time concepts and attain temporal orientation? (Witherington, 1946, p. 297)

Can there be a set of values on which all nations and peoples can agree as a basis for world co-operation? If you think so, what is your list? (Witherington, 1946, p. 317)

The findings of several recent studies have been relatively favorable to "democratic" as compared to "autocratic" techniques in the management of pupils. What, in your judgment, are the limitations of these findings and what, in your judgment, are the practical implications of these findings for the teacher and the educational program? (Gates, 1942, p. 165)

What are some concrete ways in which terms or concepts involved in the social studies might be made more meaningful to pupils at various grade levels? (Gates, 1942, p. 218)

Under what conditions do you think a "democratic" organization can be used successfully with school children: (a) for a boys' club meeting? (b) for a spelling lesson? (c) for a standardized achievement test? (d) for a geography project? (e) when the school superintendent is visiting the classroom? (Gates, 1942, p. 321)

In what ways does rote learning in a laboratory situation differ from the learning children are required to do in a social studies project? (Gates, 1942, p. 344)

Some believe that pupils need primarily to know sources and where to get the facts as they want to use them. Others hold that pupils should have a certain body of factual knowledge in mind. What is your position? Marshall evidence to support it. (Starch, 1941, p. 503)

"As are the schools of today, so will be the citizens of tomorrow." Show how "conditioning by the community" may make this statement false. (LaRue, 1939, p. 123)

See if you can find any flaw in the following: .

1. Democracy requires, for its success, that every voter think out the solution to every problem, such as the tariff.
2. Few, if any voters, have the intelligence, the facts, and the time necessary for thinking out the solutions of all the problems of democracy.
3. Therefore democracy is doomed to fail. (LaRue, 1939, pp. 204-205)

Why is there so much controversy about what shall and shall not be found in textbooks, such as those in history? Consider the ideas that they leave in the minds of children. What have these ideas to do with later enthusiasms and prejudices? Try to illustrate. (LaRue, 1939, p. 220)

Why do "lessons" so often seem dull, although the subjects involved are certainly not lacking in intrinsic interest? (Mursell, 1939, p. 290)

To what extent is genuine interest in a subject derived from the social setting in which it is learned? (Mursell, 1939, p. 317)

State in a brief paragraph with just what the social studies deal. Is there a clear demarcation between the province of one of the social studies and that of another? How would you differentiate history from geography? From civics? From economics? (Garrison, 1936, p. 428)

What bearing do current conclusions regarding the nature, and especially the constancy, of the I. Q. have upon the sociological problem of class distinctions and group relations? How do they affect our conceptions of democracy in education? (Fletcher, 1934, p. 143)

In what respects do you think a dictator system of education to be unsuited to the American temper and the American traditions? On the other hand, if we are to find it necessary to substitute a planned economy for a system of laissez faire what changes will follow of necessity in our educational outlook? Can any national scheme of things be maintained except by the utilization of educational facilities? (Fletcher, 1934, p. 495)

What distresses may an economics teacher use in motivating students of that subject? A teacher of history? Of psychology? (Hollingworth, 1933, p. 102)

Show how "vicarious experience" might be provided in teaching geology; history; economics. (Hollingworth, 1933, p. 158)

What is meant by the statement that "primary children are social creatures"? Is the primary child any the less an individualist by being a social creature? Point out the danger of developing the individualistic, selfish tendencies of the primary child instead of taking advantage of his interest in people. Does the child of six have, or can he be readily provided with, a compelling motive to learn the "social arts"--reading, writing, arithmetic? Is the motive an understanding on his part of the possible future use he can make of these subjects? Define what the motive really is, or may be. (Wheat, 1931, p. 40)

What is the meaning of America? Can it be learned by definition? Show how it might be made to develop in the mind of the pupil. Which is the more valuable outcome, the meaning of America, or mere knowledge of American history, however abundant? Give reasons for your answer. (Wheat, 1931, pp. 365-366)

If the history course in the grades is to teach the story of America, on what grounds can the inclusion in the reading activities of stories from ancient, European, and South American history be justified? (Wheat, 1931, p. 367)

In what sense is "from the near to the remote" a correct principle in presenting history? (Cameron, 1930, p. 458)

In what sense may the various social studies be properly called "sciences"? (Monroe, 1930, p. 554)

Can people be trained for committee procedure? Is there any age limit beyond which people cannot be trained to adjust to committee situations? (Watson, 1930, p. 296)

What activities may be employed in developing habits and attitudes of good citizenship? (Garrison, 1929, p. 540)

Differentiate imagination as used in geography and in history. (Garrison, 1929, p. 540)

Examine a text in geography, one in history, and one in civics for the purpose of noting the materials common to any two or to all three. Since the aims of the three fields are so largely the same, why are they so commonly separated and taught as different subjects? (Garrison, 1929, p. 540)

List the geographical facts that a child residing in your city may gain by observation. What perceptual basis for history does his life afford? (Tonks, 1927, p. 120)

Which man would render the safer decision on a new moral issue: A., who knows and lives out very strictly the ten commandments and other well-known moral codes but whose experience is very limited; or B., who, while he is considered liberal in his moral ideas, has had very broad contacts with many social situations? (Breitwieser, 1926, p. 76)

What can we learn from a study of delinquency in connection with moral education? (Edwards, 1925, p. 154)

Upon what general principle can we proceed in determining the methods of procedure in attempting to control the activities of pupils? (Edwards, 1925, p. 214)

Discuss in general the hampering effects of tradition. (Edwards, 1925, p. 304)

Pupil participation in school government is often urged for high schools and used to a limited extent. Describe one such experiment. Then answer: What changes in pupils (psychological aims) are to be attained? What conditions tend to hinder the attainment of the aims? What laws of learning are functioning? (Mead, 1923, p. 225)

Tell, in a general way, what experience is necessary before a child can picture to himself what he finds described in his history. (LaRue, 1920, p. 195)

To teach some of the school subjects, one must call forth responses of all four kinds, of knowledge, attitude, feeling and action. Show that this statement is true of geography. (Thorndike, 1912, p. 11)

Illustrate the employment of the instinct of general physical activity (a) in the service of geography; (b) in the service of history. (Thorndike, 1912, p. 36)

Is it true that the people of any community are agreed as to the qualities or attributes of an ideal citizen? Are they agreed as to the studies that should be pursued in school? (Pyle, 1911, p. 10)

Give a short explanation of the "social environment of a child." (Dexter, 1900, p. 250)



## CHAPTER XI

## QUESTIONS ON THE PHYSICAL WORLD

Can there be a pure science apart from an applied science? Is a scientific agriculture merely applied chemistry, biology, geography, and so on? (Witherington, 1946, p. 19)

Describe in some detail the characteristic differences between the social sciences and the physical sciences. (Witherington, 1946, p. 273)

To what extent can science be learned in the elementary school? Set up criteria by which to judge. (Witherington, 1946, p. 273)

State the psychological principles involved in using the direct attack in hearing science. How would a direct attack be made in geometry and geography? (Witherington, 1946, p. 273)

Write a paragraph in which you describe or give the meaning of "scientific attitude." Does one who has a scientific attitude always use scientific method? (Witherington, 1946, p. 273)

Investigate the relative effectiveness of the lecture-demonstration method and the individual laboratory method of teaching high-school science. (Witherington, 1946, p. 273)

It often has been said that students of science are victims of formal laboratory routine, working with a manual which contains all their problems. Is there a more psychological procedure? (Witherington, 1946, p. 273)

Is the laboratory experiment of a typical course in physics or chemistry an example of problem solving? Explain. (Skinner, 1945, p. 229)

How should the subject matter of high school science be related to the activities of the community? Analyze the activities of the community which call for a knowledge of the natural sciences. (Skinner, 1945, p. 301)

Compare scientific thinking with personal opinion.  
(Starch, 1931, p. 537)

A high school girl, working in the chemical laboratory, used a glass rod instead of a tube to convey gas from the vessel in which it was generated to the jar in which it was to be stored. She knew she was using solid glass instead of tubular, but did not realize the danger of an explosion. Indicate the nature of the guidance you would provide in such a case. (LaRue, 1939, p. 155)

What interests that are universal in children may be used in teaching science? (Garrison, 1936, p. 369)

Suppose that none of the particular facts of chemistry are remembered after the chemistry student leaves school. Do you think that there are certain points of view and attitudes which may remain and because of which a study of chemistry might be justified? Name some of the more general things secured from chemistry which may function in later life. (Garrison, 1936, p. 403)

What advantages accrue to the student of botany and of zoology in making drawings of the plants and animals they are studying? (Gifford, 1931, p. 360)

State the value of maps. To what use are maps put? Explain the beginner's difficulty in learning to interpret maps. Explain the statement, "The study of maps begins with the home environment." How may the gap between experience with a narrow range of objects and the notion of a broad region be bridged? (Wheat, 1931, p. 411)

What are the psychological advantages of laboratory methods over mere textbook methods in teaching science? (Cameron, 1930, p. 481)

Should we expect students who take physics and chemistry, even under the best teachers, to be any different in their attitude on such different matters as religion and politics? (Watson, 1930, pp. 103-104)

What are some of the elements to be measured in nature study? What types of tests can the teacher use to great advantage in measuring these elements? (Garrison, 1929, p. 562)

How may teachers of health education develop a "health consciousness" that will tend to find expression in health habits? (Skinner, 1926, p. 455)

How would you explain, to one who does not understand, the difference between teaching a lesson in geography and teaching a student how to study? Be as detailed as possible in your answer. (Edwards, 1925, p. 249)

Prepare a deductive lesson plan for teaching why, when it is noon in Cleveland, it is one o'clock in Boston and eleven o'clock in Denver. (Averill, 1924, p. 229)

Explain the "exploratory function" of General Science in terms of psychological conditions of improvement. (Mead, 1923, p. 213)

State the typical conditions necessary for teaching chemistry by use of laboratory experiment by the learner. Relate the laws of learning and conditions of improvement to these procedures and evaluate the methods. (Mead, 1923, p. 218)

It is frequently assumed in organized courses in agriculture that the study of them must be preceded by the study of botany, zoology, chemistry, and physics. What psychological facts give some justification for the assumption? (Mead, 1923, p. 235)

What steps would you take in teaching geography to show the pupils the value of rational thinking instead of rote learning? (Colvin, 1913, p. 325)

## CHAPTER XII

## QUESTIONS ON FINE ARTS

Would you accept as appreciation in music a person's ability to recognize the important pieces of music and name the authors and titles? (Witherington, 1946, p. 317)

Why do certain songs or writings never seem to go out of date but rather have a new message and a new motivation on every morning? (Witherington, 1946, p. 317)

Take some familiar poem of merit and separate the expressions of factual knowledge about the theme from those which symbolize the aesthetic appreciation of values. Education must deal with both facts and values. Which of the two has the strongest appeal to young minds? (Skinner, 1945, p. 248)

If you were asked by an art teacher to illustrate what is meant by "psychologizing" his field of instruction, what would you proceed to do? Do not try to be exhaustive, yet be sure to offer enough to convey more than a "vague notion." (Hartmann, 1941, p. 499)

How would you appraise modern objectives in art which are concerned with the child more than the product? (Starch, 1941, p. 685)

What kinds of educational experience bring about appreciation of the fine arts? (Race, 1938, p. 78)

What can be done in school to develop the possibilities of music and art work? (Trow, 1937, p. 236)

How is music a force in social behavior? Illustrate. (Garrison, 1936, p. 472)

List in order the factors that you consider most important for literature appreciation. Would you present this list, and in the same order, for art appreciation? (Garrison, 1936, p. 532)

Give one or more of the Seashore musical tests to the class using the standard materials and technique and finding the individual scores and their distribution. (Hollingworth, 1933, p. 264)

What social needs are met by drawing? (Garrison, 1929, p. 506)

Define rhythm. Show how rhythm functions in various social situations. How is rhythm related to the early development of music? (Garrison, 1929, p. 522)

Illustrate the positive function which the fine arts perform in building up the child's ideals. Give instances of pictures, songs, stories, to make your answer concrete. (Tonks, 1927, p. 164)

Under what conditions is a pupil likely to transfer skill in drawing to another group of mental functions? (Benson, 1926, p. 235)

From what sources in nature do you receive the greatest aesthetic enjoyment? in art? What traits in conduct would you describe as beautiful? What is a "beautiful life"? (Skinner, 1926, p. 367)

Visit an art gallery and study the paintings, select one you like very well. Then make an introspective analysis of your enjoyment, and state the factors in the painting which you enjoyed. (Mead, 1923, p. 54)

How are differences in capacity to learn music distributed among pupils? Should we expect all to learn to sing? (Mead, 1923, p. 198)

Recall some of the most popular school songs. What makes them popular? (LaRue, 1920, p. 236)

How is the singing teacher able, after his class has sung through several scores, to tell that they are flattening? (Betts, 1906, p. 106)

What examples have you observed in children's plays showing their love for dramatic representation? (Betts, 1906, p. 257)

Write a short note on the love of approbation, and show its bearing on the work of education. (Dexter, 1900, p. 239)

What do you mean by the altruistic emotions? Is a capacity to feel beauty and a beauty feeling the same? Illustrate. Name the classes of aesthetic emotions. (Baldwin, 1887, p. 239)

## CHAPTER XIII

## QUESTIONS ON PLAY

Why do human beings play? Is this an inborn or an acquired tendency? Give five reasons to support your answer. (Douglas, 1938, p. 257)

Give a list of school subjects which lend themselves to dramatization by grammar grade pupils. See Ward's Creative Dramatization for Upper Grades and Junior High School. (Fletcher, 1934, p. 406)

In what sense may all play be considered regressive behavior? See Patrick's The Psychology of Relaxation. (Fletcher, 1934, p. 1934, p. 467)

What are some of the tendencies that underlie the impulse to play? Might play be used as a group name to include several instinctive tendencies? (Gifford, 1931, p. 177)

Compare and contrast play and work. State the different ways of interpreting this statement: "The activities of the school should be like play to the pupils." What truth is there in the statement? Show how the statement may be misleading. If at any time the activities of the school should be like play, who should make them so, the teacher or the pupils? (Wheat, 1931, p. 18)

What kinds of toys are of most value in providing observational learning for the child? (Holley, 1930, p. 105)

What part does imagination play in creative work? (Benson, 1926, p. 246)

State clearly your interpretation of play; work. (Benson, 1926, p. 257)

Assume that you are in charge of a Scout Camp. It is your duty to provide for the recreation of the children. Tell what activities you would have the children engage in. Why did you select these particular ones? How would you plan and supervise the activities? (Skinner, 1926, p. 610)

Discuss the importance of rest, play, and work as regards the welfare of the child. (Edwards, 1925, p. 40)

What do you understand by play and what is the place of play in education? (Edwards, 1925, p. 260)

What are some of the useful results of play in childhood? Name some common games of childhood (hide-and-seek, prisoner's base, etc.,) and show how the movements that these games exercise might have been useful to a man living under primitive conditions. (Colvin, 1913, p. 51)

Should teachers act as police on the playground, or should they take part in the plays and enter into the spirit of the pupils? Why? (Pyle, 1911, p. 106)

Do you know any children who have no opportunity for play? If so, what is the effect on their development? (Betts, 1906, p. 181)



## CHAPTER XIV

## QUESTIONS AND EXERCISES ON CREATIVENESS

Does appreciation apply only to art, music, and literature? What was your impression on this matter when you were in the public school? (Witherington, 1946, p. 317)

What is the difference between appreciating a piece of literature and being convinced logically that it is a great work? (Witherington, 1946, p. 317)

What outstanding creative experience have you had during your education? What factors fostered this experience? What handicaps did you have to overcome? What has it taught you about teaching? (Starch, 1941, p. 272)

If we want to stimulate creativeness in pupils, show the wisdom of having school environment that is rich in materials which are "plastic to pattern." Illustrate. (LaRue, 1939, p. 239)

Write a paper on the imagination of children, pointing out the changes that occur with an increase in age. (Douglas, 1938, p. 426)

Can ability in art, literature, and music be measured objectively? (Eurich, 1935, p. 177)

Is it possible for great literature to be produced among a people who lack strong convictions about any matters of human concern? What strong convictions, whether right or wrong, can you mention which have played a part in the making of great literatures? What is the difference between strong convictions and pathological obsessions? (Fletcher, 1934, p. 442)

What is actually the range of creative thought among school children? (Hines, 1934, p. 245)

Show how imagination plays its part in thinking. (Cameron, 1930, p. 278)

When may the challenge be effective in spurring pupils to unusual effort? (Holley, 1930, p. 33)

Of what value is dramatization? (Benson, 1926, p. 161)

Of what is the difference between the imagery such as a business man would use and that used by an artist? (Breitwieser, 1926, p. 141)

"The key to the training of imagination lies in the proper development of sense-perception." Explain. (Skinner, 1926, p. 532)

A supervisor of drawing in a city having about seven thousand elementary pupils said to the superintendent of schools: "The children of this city are crude in their artistic tastes; there are none of promise among them in artistic ability." Was the supervisor right? Why? (Mead, 1923, p. 206)

How does habit form the foundation for originality and creative work? (Edwards, 1920, p. 58)

Give some concrete illustrations of how the teacher can stimulate for originality and creative activity; (Edwards, 1920, p. 212)

A movement has been started to have inventors work in groups. Do you think they are more or less likely to produce great results than if each worked alone? Why? (LaRue, 1920, p. 217)

What use do you make of imagination in the common round of duties in your daily life? (Betts, 1906, p. 142)

Give a brief account of the faculty of aesthetic taste, specifying the main conditions of its development, and estimating the province of school work in improving it. (Dexter, 1900, p. 266)

## CHAPTER XV

## QUESTIONS ON ADMINISTRATION

Outline a basis upon which an administrator may unostensibly (a) appraise a teacher's mental health and (b) eliminate causes of many undesirable symptoms. What is a desirable attitude to be held toward a teacher found emotionally unsuited to his work? (Davis, 1948, p. 169)

Personal relationships with a certain pupil are cordial, but he resents being forced by the administration to enroll in your course, which does not interest him. He consistently refuses to participate and sits silently in class. He has mental capacity for satisfying low-grade requirements. Without administrative cooperation, you must face the perplexing motivation problem yourself. What are some of the first steps you would take? (Davis, 1948, p. 337)

In what ways does school architecture influence learning? (Woodruff, 1948, p. 152)

To what extent should the state and Federal governments feel responsible for adult education? Are they tending to become more responsible? (Witherington, 1946, p. 438)

Why are administrative and community relationships discussed in a treatment of the psychology of teaching? (Skinner, Elementary, 1945, p. 33)

Outline an ideal plan for democratization of administration in the elementary and secondary schools. What groups should have a voice in a democratically organized school? What functions should each group have? (Gates, 1942, p. 784)

If a teacher refuses to abandon the use of repetitive drill with his pupils on the ground that this suggestion clashes with "common sense," what precautions would you try to have him adopt in order to make it contribute more effectively to the learning goal implied in the performance? (Hartmann, 1941, p. 345)

Does the school system as you know it spend a disproportionate amount of time and emphasis upon the absorptive functions of the intellect to the disadvantage of the expressive functions? What general reorganization (administrative, curricular, etc.) would you introduce to redress the balance? (Hartmann, 1941, p. 374)

Effective clinical work involving a guidance counselor and his client has been repeatedly revealed to be dependent upon the "rapport" existing between the two personalities. What parallels do you see between this situation and the degree of mutual understanding between the school management and its patrons in the community? (Hartmann, 1941, p. 516)

Consider and discuss any limitations to effective learning in school that you have noticed resulting from the curriculum or the administrative setup. (Mursell, 1939, p. 22)

Possibly the letter written by an acutely dissatisfied student indicates that our marking system places emphasis on the wrong purposes. Explain. (Sorenson, 1940, p. 438)

Formulate a plan for selecting candidates to be educated for teaching. What should be emphasized in their professional education? On what basis should they be graduated? How place them in service so as to secure happiness and efficiency? (LaRue, 1939, p. 341)

What are the advantages and disadvantages of special classes for gifted children? (Race, 1938, p. 299)

How are the practical arts activities related to each other? To the other phases of the school's program? (Garrison, 1936, p. 455)

Give the specifications for a well-ventilated school room. (Stroud, 1935, p. 130)

What changes in daily schedule are suggested by the phenomenon of perserverance in learning and thinking? (Fletcher, 1934, p. 193)

What money value have people assigned to different levels of education? (Consult your library.) (Holley, 1930, p. 195)

Suppose you were responsible for supervising progress in arithmetic. How would you make use of the weekly tests given to each of the children? How much of the material you would need could be printed in standard form? (Watson, 1930, p. 58)

How can a school administrator determine the optimum amount of time to be devoted to extra-curricular activities? (Watson, 1930, p. 121)

What learnings take place during the recess period? Are they important enough to warrant having trained persons in charge of the children during recess? How should children be grouped at this time? (Watson, 1930, pp. 157-158)

List a number of dangers which superintendents and teachers are likely to fall into in introducing and carrying on supervised study. (Burton, 1929, p. 397)

What are the advantages and disadvantages of departmental organization of schools from the standpoint of habit formation? (Benson, 1926, p. 76)

Make a study of a number of school programs and criticize them as to the placement of the difficult subjects in the optimum periods of efficiency, the distribution of drill and content subjects, relation of recitation periods to recesses and recreational periods. In the light of your findings, construct an ideal program for a particular grade. (Breitwieser, 1926, p. 210)

Why should society provide special instruction for the retarded child? (Breitwieser, 1926, p. 246)

What would constitute an ideal school according to Stanley Hall? Do you agree with him? (Skinner, 1926, p. 716)

Discuss the utilization of school organizations for educational purposes. (Edwards, 1925, p. 50)

What guide to the discipline of a school does the psychology of volition give? (Pillsbury, 1925, p. 262)

Why do teachers send a pupil offender to the principal for discipline? (Mead, 1923, p. 265)

What groups of psychological traits should be included in those on which a supervisor makes his judgment (rating) of the teacher? (Mead, 1923, p. 268)

Comment on some of the things in and conditions of the present day school that make for inactivity and suppression instead of making for activity and direction of activity. (Edwards, 1920, p. 189)

State generally what you regard as the proper functions of rewards and punishments in education, and compare these with their legal and political functions. (Dexter, 1900, p. 394)

## CHAPTER XVI

## QUESTIONS ON COUNSELING AND GUIDANCE

Suggest a practicable method of utilizing interests in educational and vocational diagnosis. (Davis, 1948, p. 106)

Why do values have an important role in determining vocational satisfaction? (Woodruff, 1948, p. 43)

At what stage in the learning process does maladjustment usually arise? (Woodruff, 1948, p. 186)

What are some of the general clusters of behavior characteristics which indicate maladjustment? (Woodruff, 1948, p. 201)

When is disciplinary procedure irrational? (Woodruff, 1948, p. 221)

What is the chief aim of a good counseling program? (Woodruff, 1948, p. 262)

Evaluate the statement that physical punishment may be administered to restrain a child from certain actions but not to force him to do desirable acts. (Witherington, 1946, p. 192)

Do you recall any mental crisis in your life when you had inadequate guidance? What guidance did you need? Did you conceal your conflict? (Witherington, 1946, p. 368)

Should a child be punished for behavior which is normal or to be expected under the conditions prevailing? What should be done in such cases? For example, consider the child who hates school because the teacher mistreats him. (Witherington, 1946, p. 368)

If you have a vocational preference, what has been the motivation of your choice? (Skinner, 1945, p. 138)

What are some of the possible dangers in giving vocational guidance without considering at the same time the individual's emotional life, religious views, moral habits, physical condition, economic resources, and social relationships? (Skinner, 1945, p. 583)

Organize a class committee to visit a school in which a guidance program is carried on. Familiarize yourself with the organization and objectives of the program, interview the people who are carrying out the program, and secure an evaluation of the results achieved by the program. Report the results of the visit to the class, and evaluate the standards of successful adjustment employed by the school. (Skinner, 1945, p. 607)

Would you recommend that, if a pupil is very good in several subjects, he should spend all of his extra time on subjects in which he is poor? (Skinner, Elementary, 1945, p. 153)

Project: Draw a diagram to represent the guidance setup in the school in which you are a pupil. (Skinner, Elementary, 1945, p. 429)

How might intelligence tests be used in vocational guidance? When should they be so used? (Gates, 1942, p. 292)

What are the special values of the permanent cumulative record? List the most important items to include in such a record. (Gates, 1942, p. 623)

An elementary school teacher said, "If every child in my class is not well adjusted at the end of the term, I am a failure as a teacher." What are your reasons for disagreeing with this teacher? (Gates, 1942, p. 718)

What information is it helpful for the teacher to have before making contact with the parents of a child? (Gates, 1942, p. 751)

How would you use tests for educational guidance? Why could you not completely rely upon them? (Jordan, 1942, p. 525)



In your experience as a teacher or with other teachers what have been the most serious classroom behavior problems? (Starch, 1941, p. 322)

How would you justify the vocational exploratory experiences for children in the schools of tomorrow? (Starch, 1941, p. 618)

What courses do you advocate for students of high I. Q., and which courses should be avoided by students of low I. Q.? (Sorenson, 1940, p. 189)

Why is it not possible to train young people for all of the occupations they might enter? Relate your answer to the distinction between functions and services. (Griffith, 1939, p. 315)

Charles Darwin went to a school which had a narrowly classical curriculum (with a great deal of Latin and Greek), but failed to profit much from this type of study. Nor was his interest deeply aroused by the regular professional courses at Edinburgh University, where he spent two years studying medicine. He changed to another college to prepare to enter the ministry; but his friendship with a professor of botany led him to specialize in science and to embark on the celebrated Voyage of the Beagle. Comment. Is it likely that a systematic plan for "studying and guiding the young" would have helped him more directly to his goal? If so how? (LaRue, 1939, p. 107)

Why should the school take particular care to supervise the school contacts of the new pupils, as well as all activities of the first day of school each year? (Douglas, 1938, p. 187)

Describe two or three "problem children" whom you know, whose conduct is apparently the result of unwise guidance on the part of their teachers. (Douglas, 1938, p. 235)

How is interest related to the choice of a school subject? To vocational choice? (Garrison, 1936, p. 146)

Make a list of words and phrases invented to describe how ideas have "occurred" to people as if they came from extraneous sources. What psychological meaning can one attach to the saying that "the thought struck me"? (Fletcher, 1934, p. 379)

Read some book on vocational guidance and report to the class what methods are now in use in schools. (Hollingworth, 1933, p. 132)

Are some of your own studies more definitely related to your life-career motive than others? In which do you do the better work? (Hollingworth, 1933, p. 326)

What advice would you give regarding secondary work to a pupil just finishing elementary school whose I. Q. was 90? (Mursell, 1932, p. 324)

What are the various influences in the child's day of twenty-four hours that affect his mental and physical efficiency? Prepare a suitable daily program of work, play, and rest for a child of school age, stating the age of the child you have in mind. (Gifford, 1931, p. 461)

To what extent should the average school administrator or teacher try to give guidance to a boy or girl? (Watson, 1930, p. 192)

Show how tests of mental functions may be used for educational guidance; for vocational guidance. (Benson, 1926, p. 315)

Discuss the place of the student's activity in education. (Edwards, 1925, p. 10)

How far should age determine what should be taught and studied? How far should other factors determine this? (Edwards, 1920, p. 84)

What constitutes "good judgment"? "poor judgment"? (Betts, 1906, p. 160)

Are you easily influenced by prejudice or personal preference in making decisions? What recent decisions have been thus affected? (Betts, 1906, p. 244)

What are the antecedents of rational choice? consequences? Illustrate. (Baldwin, 1887, p. 283)

## CHAPTER XVII

## QUESTIONS ON CURRICULUM

To what extent is indoctrination inevitable in the classroom? Consider indoctrination with respect to (a) treatment of controversial issues, (b) habits of thinking inconsistent with attitudes of home or religious environment, and (c) appropriateness as a means of guarding such social ideals as the American way of life. (Davis, 1948, pp. 132-133)

Select a textbook and analyze it with reference to standard criteria used in evaluating textbooks. (Davis, 1948, p. 192)

In a field of teaching in which you may be interested outline several instructional objectives. Suggest how it may be necessary for your purposes to amplify available learning materials, and outline the types of testing situation that you would present in order to measure attainment in selected objectives. (Davis, 1948, p. 222)

What are some of the common enemies of motivational health? (Woodruff, 1948, p. 52)

How can the curriculum be considered a major cause of subject disabilities? (Skinner, 1945, p. 463)

What is meant by the statement that tests may freeze or retard curricular changes? (Skinner, Elementary, 1945, p. 317)

In what way did the old-fashioned one-room school-house provide opportunities for learning that are lacking in many of our present-day schools? How are opportunities for learning provided for exceptional children in modern schools? (Gates, 1942, p. 321)

How can standard tests be used to set attainable goals in learning? (Jordan, 1942, p. 195)

What subjects have the greatest disciplinary value? Is your answer certain? (Jordan, 1942, p. 302)

What school subjects may be well used in the social development of the child? Why are these more useful in this respect? (Garrison, 1936, p. 125)

Differentiate the concept of curriculum organization in terms of subject matter from that of curriculum organization in terms of the pupil. (Garrison, 1936, p. 197)

To what extent has the school curriculum been based upon a transfer or mental-discipline value of various subjects? (Eurich, 1935, p. 377)

Should students be allowed to decide their own curriculum? Under what circumstances? (Hollingworth, 1933, p. 450)

What is the trend in curriculum-making with respect to character formation? (Kelly, 1933, p. 285)

How have both curricula and methods of teaching failed to keep up with our developing educational laws and practices as well as with our philosophy of a democratic educational opportunity? (Gifford, 1931, p. 615)

What are some of the techniques by which people have tried to build up a curriculum which should not contain useless material? Evaluate each. (Watson, 1930, p. 77)

What do you consider an enriched curriculum from a psychological point of view? How does it differ from the curriculum which would be offered to the slower pupils? Does "boiling material down" make it easier to comprehend it? (Watson, 1930, p. 183)

Make a list of some subjects or topics that could be left out of our present usual curricula, giving reasons. (Breitwieser, 1926, p. 37)

Some educators assert that if students would take fewer courses and concentrate more the results would be better. In what courses would this be true? Perform an experiment to prove or disprove this assertion. (Breitwieser, 1926, p. 110)

Should emphasis be placed on rapid promotion or on a broader training in the elementary school? Do these aims include each other? (Skinner, 1926, p. 239)

What can be said about transfer from different subjects of the curriculum? What do we know accurately about it? What do we not know? (Edwards, 1925, p. 142)

Report upon some lesson that you have observed recently in the practice school, which without any question aroused the interest and even enthusiasm of the children. Try to analyze the teacher's method which was able to secure this positive result. (Averill, 1924, p. 58)

Construction of a well-arranged program of studies for an elementary school. (Averill, 1924, p. 279)

Place of the textbook in the lower grades; the intermediate grades; the junior high-school grades; the senior high-school grades. (Averill, 1924, p. 297)

State a difficulty that you encountered as a pupil and for which you received no help and no solution. Why is such a condition possible? (Mead, 1923, p. 3)

What type of content must exist in curricula in order to insure possibilities for training in thinking? (Mead, 1923, p. 188)

Think of some particular school system with which you are familiar. What problems would arise in the attempt to put supervised study into the curriculum? (Edwards, 1920, p. 232)

What subjects in the curriculum are best suited to appeal to the feelings and the emotions? (Colvin, 1913, p. 105)

Suggest changes in the curriculum and methods of the school that would reduce the number of cases of truancy. (Pyle, 1911, p. 88)

Outline a plan of school work for the utilization of the collecting instinct? (Pyle, 1911, p. 89)

## CHAPTER XVIII

## QUESTIONS ON EVALUATION

Give your reaction to a criticism voiced by a distinguished newspaper man: "Tests are made out by teachers nowadays which can hardly do otherwise than develop a nation of halfwits. The questions are not questions but statements concerning the schoolwork, and all the pupil is required to do is to write 'true' or 'false'." (Davis, 1948, p. 223)

For what purposes may tests be profitably used in advance of formal instruction and study? What types of test would be most appropriate? (Davis, 1948, p. 240)

Comment on the statement: "One cannot have one philosophy of learning and another of testing." (Davis, 1948, p. 259)

When we engage in evaluation, what are we trying to do? (Woodruff, 1948, p. 256)

Try to make a clear distinction between what is measured by an intelligence test and what is measured by an achievement test. Does Charles Spearman's two-factor theory help you any? (Witherington, 1946, p. 160)

Write out a set of general instructions to guide a student in taking written examinations. (Witherington, 1946, p. 343)

State specifically what is wrong with the view that a certain number of students in each class must fail and a certain number must receive A's. (Witherington, 1946, p. 344)

Miss Jones is a sixth-grade teacher. She believes that all of the pupils in her class who fall below the national norm in any given subject should be drilled or trained until the norm is attained. Is the teacher right in her assumption? Is there any reason why any particular child should attain a score that is a median score for a city or the nation? Why or why not? (Skinner, 1945, p.427)

Show how as a school principal you might initiate a broader program of evaluation--testing, grading, recording, and reporting--to replace a traditional plan. (Skinner, 1945, p. 491)

What are the values, limitations, and dangers in the use of tests of special aptitudes? (Skinner, Elementary, 1945, p. 132)

What are the differences between a verbal and a nonverbal test? Which of these two types of tests is likely to be more influenced by a typical American school program? (Gates, 1942, p. 252)

From your own experience as a teacher, or a student, or both, give evidence of the unreliability of the grading of examination papers. If possible cite the various factors which influence the examiner's judgment. (Gates, 1942, p. 584)

Describe the process of test construction. What are the characteristics of a standardized test? (Jordan, 1942, p. 554)

Outline specifically your ideal marking system from the standpoint of providing the maximum help and information to (a) the student himself and (b) those who may for any reason be interested in the student. (Hartmann, 1941, p. 502)

What justification can you derive from your own knowledge or experience for giving (a) a placement test, (b) an essay-type test, (c) a true-false test, (d) a multiple-choice test, (e) a test of capacity or innate ability? (Starch, 1941, p. 235)

Distinguish between mental efficiency in a test and experimental situation and that in the usual classroom situation. (Sorenson, 1940, p. 342)

Why is the very bright child in a grade likely to have an achievement age under his mental age? (Sorenson, 1940, p. 462)

Get a copy of the Stanford-Binet or other intelligence examination. (The Stanford-Binet can be



obtained from Houghton Mifflin Co., Boston, Mass.)

Tell what specific functions are brought into play by various items of the test. For example, a child seven years of age may be asked to listen to the naming of three digits and then repeat them in reverse order. This obviously involves "immediate memory"--a different process from that of recalling the digits next day. Whether all children translate the number names into terms of visual imagery is a question.

Terman's Measurement of Intelligence will help greatly in such a discussion.  
(LaRue, 1939, p. 73)

Sketch an outline, at least, for a Manual of Testing such as is suggested in the text of this chapter. Assume that it is to be used in a high school or college.

Include directions, or guiding suggestions, for the student who is to take the tests, as well as for the teacher who is to give them.

Would these, for example, be good precepts for students to follow generally in taking an essay-type test? (1) "Put the main thought of each paragraph in its first sentence." (2) "Present your thought in logically outlined form." (LaRue, 1939, pp. 370-371)

Discuss exaggerated claims on behalf of testing that you have heard or read. What practical dangers do they involve? (Mursell, 1939, p. 90)

Explain the following terms: test, scale, sampling, and variation. (Douglas, 1938, p. 458)

What relationship is there between successful teaching and the measurement of specific mental functions and abilities? Why? (Douglas, 1938, p. 489)

Distinguish clearly between the subjective and the objective types of tests. (Douglas, 1938, p. 559)

Is the administration of an intelligence test to be classified as a psychological experiment? (Garth, 1937, p. 265)

A poor performance in a general proficiency test merely indicates that something is wrong. (Answer True or False) (Garth, 1937, p. 289)

When would ranking the scores and when would grouping them in the form of a frequency distribution be more desirable? (Trow, 1937, p. 128)

If data are available, study the variation of a group of high-school pupils. What range do you note? What are the general characteristics of these differences? (Garrison, 1936, p. 515)

What reasons do high-school pupils give for the failures they receive? (Eurich, 1935, p. 15)

How can a teacher determine whether a test is a good one? (Eurich, 1935, p. 58)

Have educational achievement tests been used in as many ways as it is possible to use them? (Eurich, 1935, p. 116)

How valid are most of present-day personality tests? (Eurich, 1935, p. 148)

Does the fact that there is a positive correlation between occupation and intelligence prove that the former causes the latter? (Eurich, 1935, p. 195)

Notice the formula for standard deviation ( $\sigma$ ). Specifically, what variables govern the magnitude of  $\sigma$ ? Specify two conditions which would lower this magnitude. (Stroud, 1935, p. 94)

Describe the process of standardizing an intelligence test. What is meant by age norms? What is the basis of allocating test items to certain age levels, for example, "Counting 13 pennies at age six"? What standards have been proposed for this? (Stroud, 1935, p. 343)

What is the difference between a standardized test and an unstandardized test? How does an objective test differ from the essay type of examination. Do "standardized" and "objective" mean the same thing when referring to tests? Explain. (Stroud, 1935, p. 375)

Describe in detail some of the methods of studying personality and indicate those which are preferable. (Stroud, 1935, p. 453)

Prepare a list of "qualities" which you think belong to good teachers. Then rank these qualities in their order of relative importance (a) for elementary school teachers, (b) for high-school teachers, (c) for college teachers. What, if any, are the outstanding differences in these rank-orders, and why? (Hollingworth, 1933, p. 497)

List the essential elements of statistical methods which every teacher should know. (Kelly, 1933, p. 337)

What is meant by intelligence quotient? How is I. Q. determined? (Kelly, 1933, p. 360)

Explain the purpose of the diagnostic test. Name several widely used diagnostic tests. (Kelly, 1933, p. 378)

What kind of measurement should a teacher try to make to promote his learner's advancement? (Book, 1932, p. 328)

Discuss ways in which examinations may be used to guide learning. (Mursell, 1932, p. 391)

How many different degrees or kinds of failure can one distinguish? (Mursell, 1932, p. 420)

Set up a "ten commandments" for the giving of intelligence or psychological tests--the conditions for good testing. (Gifford, 1931, p. 538)

Make a careful study of all the tests you can find that would be useful to you as a teacher of a certain grade or subject and choose a minimum list. (Gifford, 1931, p. 578)

Would you let a child know whether he had succeeded or failed

- (a) in all of his school work?
- (b) in part of his school work?
- (c) in his arithmetic only?
- (d) in his home duties only?

(Ralston, 1931, p. 150)

Standardized tests are needed because:

- ( ) they are elaborate and impressive in appearance.
- ( ) they are fairer and more reliable than subjective measures.
- ( ) they are new and the novel stimulus holds attention more readily.
- ( ) they are useful in survey work.

(Ralston, 1931, p. 275)

Two children eight and twelve years old respectively were placed in the same grade because they had the same mental age of 10 years. Should both children be expected to do the same quality and quantity of work? Explain your answer. (Ralston, 1931, p. 301)

Complete, selecting one word from each parenthesis: The first group test in the United States was devised by (Thorndike, Otis, Cattell, Terman, Witmer); its success had been due largely to the (pressure, satisfaction, impulse, impetus, work) provided by the (Binet tests, university towns, World War, educational measurement). (Ralston, 1931, p. 315)

A good test is one which:

- ( ) Some persons pass all the questions.
- ( ) All persons pass some of the questions.
- ( ) No persons fail all the questions.
- ( ) Some persons pass no questions.

(Ralston, 1931, p. 335)

Why is the measurement of mental abilities more difficult than the measurement of physical objects? (Cameron, 1930, p. 74)

Why do teachers often form opinions about the general ability of their classes that are not substantiated by test results? (Holley, 1930, p. 223)

Generally speaking, are measures of achievement to be regarded as absolute or relative? What bearing does the absence of true zero points on the scales of measurement have on this question? (Monroe, 1930, p. 338)

Do you agree with Thorndike's statement, "Anything that exists, exists in some amount. If it exists in some amount it can be measured?" (Watson, 1930, p. 34)

How much dependence may be placed upon a teacher's estimate of a pupil's brightness? (Watson, 1930, p. 258)

How far are teachers born rather than made? What evidence is there? (Watson, 1930, p. 306)

Look up one of the references dealing with the coefficient of correlation. Write a paragraph which explains this measure of relationship. (Garrison, 1929, p. 90)

In making a rating scale, it is essential that the scale be divided into minute divisions in order to care for individual differences. (Answer True or False) (Pintner, 1929, p. 87)

The average score of unselected American negroes is lower than the average score of unselected American whites on intelligence tests. (Answer True or False) (Pintner, 1929, p. 163)

No one achievement test will measure all the various aspects of any school subject. (Answer True or False) (Pintner, 1929, p. 332)

Achievement tests should be substituted for the usual school examination. (Answer True or False) (Pintner, 1929, p. 347)

The marks given by different teachers to the same essay-type of examination paper have been found to vary enormously. (Answer True or False) (Pintner, 1929, p. 356)

Discuss the advisability of promoting pupils who make low grades. (Benson, 1926, p. 200)

Write out a series of questions on a lesson that will lead the child merely to repeat the words of the text he has been reading. Then write out an equal number of questions that will make the student think about the facts presented in the lesson. Which questions were the easier to prepare? (Breitwieser, 1926, p. 162)

How could one measure the intelligence of those who cannot read? (Breitwieser, 1926, p. 182)

What would be the arguments for and against substituting an intelligence test grade for all other forms of college entrance requirements? (Breitwieser, 1926, p. 192)

Ask at least ten students the chief cause of a dull day in school and list their answers. (Breitwieser, 1926, p. 200)

Why is it desirable for a teacher or student of educational psychology to understand commonly used statistical terms and to be able to use the simpler statistical methods? (Skinner, 1926, p. 798)

Discuss the new short forms of examinations in school subjects, such as the completion and the true-false types of examinations. What are their advantages and disadvantages? (Edwards, 1925, p. 288)

Prepare a good statement on the general subject of "plateaus in the learning curve." (Averill, 1924, p. 151)

The unreliability of the average as a measure of central tendency. (Averill, 1924, p. 415)

A high school student in history brought his examination paper to his teacher and said, "Why did I make but 65 per cent?" That was the only mark made by the teacher on the paper. What difficulties did this teacher face? How should they be handled? (Mead, 1923, p. 153)

Make a study of memory for objects in the following way: Select four groups of objects, ten in each group. Conceal them from the class. Expose the objects of each group serially, one at a time, and repeat, without regard to the order of presentation. Combine the four records for the total score. Determine the coefficient of reliability as above, and correlate the combined scores with those in the two tests above. (Pyle, 1921, p. 185)

Correlate the standing of pupils in one study with their standing in another study. (Pyle, 1921, p. 234)

## CHAPTER XIX

## QUESTIONS ON RESEARCH

Can laboratory and experimental methods be applied to human beings as effectively as they can be used on rats and other animals? Justify your answer. (Witherington, 1946, p. 19)

How can a person know whether he has a sufficient number of cases from which to generalize? (Witherington, 1946, p. 247)

How is learning studied in the psychological laboratory? In the school? How do you account for the fact that the greater part of knowledge relative to learning has been developed in the psychological laboratory? (Skinner, 1945, p. 191)

Why was it considered necessary to have a long-continued research such as the Study of Adolescence? What bearing would the results of such a study have on the work of the schools? (Skinner, Elementary, 1945, p. 352)

If replies were received from 65 per cent questioned, could valid conclusions about the whole group be drawn? Why? (Jordan, 1942, p. 24)

State which method you would use in investigating the following problems:

- a. Deciding which is the best way to introduce the study of fractions.
- b. The way the eye moves in reading.
- c. The effect of praise, disapproval, and neglect on learning.
- d. The most interesting school subject in high school.
- e. The most economical methods in memorizing.
- f. The attainment of a class in reading.
- g. A child who shows signs of negativism and unsociableness.

(Jordan, 1942, p. 24)

On what two facts does this reliability depend? Is the meaning of "reliability" here the same as it is when we say that "the Coefficient of Correlation computed from data derived from the consecutive administration, of two tests shows the test to be highly reliable"? What is the difference? (Jordan, 1942, p. 481)

Note the distinction between specific and basic hypotheses, and discuss the need of each in scientific investigations and in dealing with practical problems. (Douglas, 1938, p. 48)

State briefly the character and results of Pavlov's experiments. What new terms resulted from Pavlov's work? Explain each. (Douglas, 1938, p. 210)

Justify the inclusion of a study of the statistics of measurement in a course in educational psychology. (Douglas, 1938, p. 587)

How is educational psychology related to other sciences, natural and social? (Garth, 1937, p. 11)

The scientific method necessitates the most strenuous and intensive mental occupation. (Answer True or False) (Garth, 1937, p. 196)

In what ways may each of the characteristics of the scientific attitude be helpful in the solution of life problems? (Trow, 1937, p. 292)

List some problems in secondary education that may be attacked by the experimental method. (Garrison, 1936, p. 12)

What are the different methods used in the study of physical development? Give the advantages of each. (Garrison, 1936, p. 60)

How would you set up an experiment to evaluate the guidance program? (Garrison, 1936, p. 547)

Show how one could set up an experiment for determining the age at which maturity in intelligence is reached. What are some of the chief variables which



must be controlled in such an experiment? State specifically what your proposed experiment would reveal about intellectual maturity. What is your interpretation of "intellectual" as used in this sense? (Stroud, 1935, p. 298)

How does imagination come into play in scientific investigation? (Kelly, 1933, p. 81)

Why has the scientific method not been more generally applied to the study of the learning process? (Book, 1932, p. 7)

What is meant by a learning curve? What does it really show? (Book, 1932, p. 470)

What is the difference between a theory or hypothesis and a law? What is the place of the former in science? (Consider the atomic theory or the ether theory.) (Monroe, 1930, p. 21)

Why should the student of education know the causes of defects and delinquencies whenever that is possible? (Benson, 1926, p. 50)

State an experimental problem in educational psychology which will call for statistical treatment of results. Show definitely what techniques will be needed. (Benson, 1926, p. 293)

What do the results of the experiment of Thorndike and Upson indicate as to the thinking of individuals of different ages? What is the significance of this for education? What theory about the thinking of children does it contradict? (Edwards, 1925, p. 107)

Discuss the dangers of generalizing too widely from experiments in methods of teaching and how you should avoid errors in this regard. (Edwards, 1925, p. 229)

Distinguish between observation and experiment. What use does the teacher make of this distinction? (Dexter, 1900, p. 96)

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