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Syllabus In Educational And General Psychology

TOPICS AND QUESTIONS
With Reading References for Guidance
of Study and Discussion.

By

JOHN P. WYNNE,

Associate Professor of
Education and Psychology

Mississippi Agricultural and Mechanical College,
Agricultural College, Mississippi

Price 75c.

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INTRODUCTION.

THIS pamphlet has been prepared for the guidance of students of elementary and educational psychology. It is hoped that the topics and questions arranged will save time in making assignments, introduce the student to the literature of psychology, and supply definiteness to assigned readings. This edition is limited to a few copies in order that revisions may be made as often as experience and class discussion seem to justify.

It is not expected that the syllabus should replace text-book use; that students should read all assignments; or that these topics and questions and only these should always be discussed. On the other hand, it is desired that this tentative outline serve as a basis of special and general assignments and discussions according to the needs and training of individuals and classes.

The bibliographical references, both specific and general, have been cited according to the adequate treatment of subjects, text-books in general use in colleges and universities, and availability to the students of the Mississippi Agricultural and Mechanical College.

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1. THE MEANING OF PSYCHOLOGY.

1. Outline reference 1 in detail and tell the story to the class. Note all of the kinds of changes in consciousness and what caused them. Recall a similar story from your personal experience.
2. State several questions that psychology seeks to explain.
3. The train running between Starkville and Artesia stops more times some days than others. Are the additional stops a result of psychological facts? Explain.

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1. Colvin and Bagley—Human Behavior, pp 3-5.
2. Thorndike—Elements of Psychology, pp. 1-9.
3. Pillsbury—Fundamentals of Psychology, pp.1-14.
4. Warren—Human Psychology, pp. 1-16.
5. Woodworth—Psychology, pp. 1-19.
6. Woodworth—Dynamic Psychology, pp. 20-43.
7. Ladd—Primer of Psychology pp. 1-15.
8. Watson—Psychology, pp. 1-23.
9. Angell—Psychology, pp. 1-12.
10. James—Psychology, Vol. I. pp. 1-11.
11. Titchener—A Text Book of Psychology, pp. 1-41.
12. Breese—Psychology, pp. 397-410.
13. James—Talks on Psychology and Life's Ideals, pp. 15-21 and 22-28.
14. James—Talks on Psychology and Life's Ideals, Ch. IV and pp. 33-37.
15. James—Psychology, Briefer Course, Ch. IX and XXII.
16. Edman—Human Traits, pp. 1-17.
17. Angell—Chapters from Modern Psychology, pp. 3-42.
18. Hunter—General Psychology, pp. 3-9; 13-35.

2. THE METHOD OF PSYCHOLOGY

1. Explain to the class how the author of a history text-book learns the facts and conclusions that he writes. What method would he be using?
2. Explain to the class how the author of any book in agriculture learned the principles and facts that he recorded. What was his method?
3. How was the author of the trip to New Port able to describe his consciousness and its changes? How are we able to describe his consciousness? What was his method? What is our method?
4. If the task of psychology were only to describe what the man did, what method would be used and what kind of psychology would that be?
5. If the task of psychology were only to describe what the man thought, felt and willed, what method would be used and what kind of psychology would that be?
6. If the task of psychology is to infer the nature of the workings of the mind, and to describe behavior with reference to practical consequences, what methods will be used and what kind of psychology will that be?

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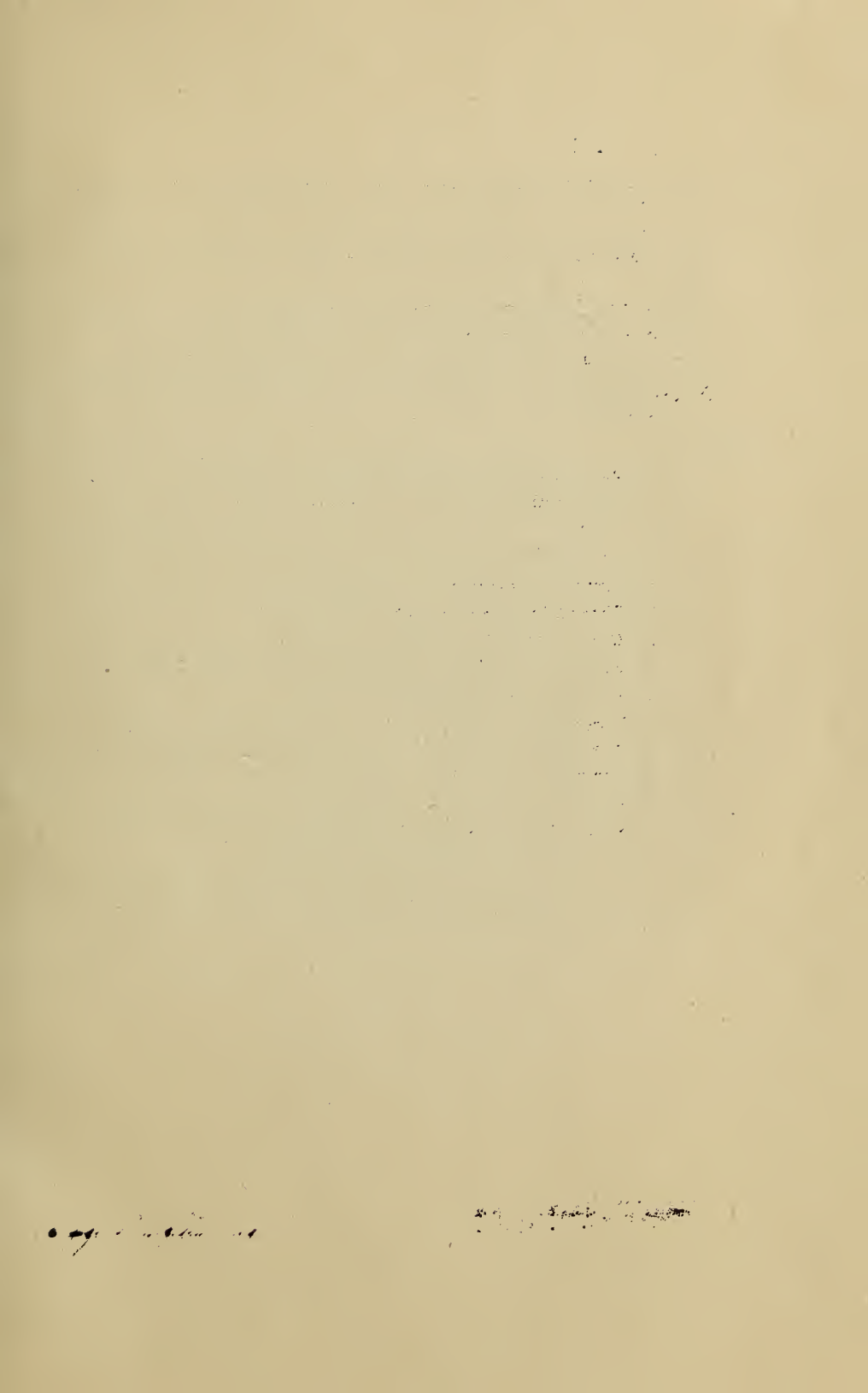
1. Woodworth—Dynamic Psychology, pp. 20-43.
2. Pillsbury—Fundamentals of Psychology, pp. 1-10.
3. Breese—Psychology, pp. 1-20.
4. Woodworth—Psychology, pp. 1-18.
5. Thorndike—Elements of Psychology, pp. 10-17.
6. Warren—Human Psychology, pp. 9-16.
7. Angell—Psychology, pp. 5-9.
8. Titchener—A Text-Book of Psychology, pp. 19-25.
9. Watson—Psychology, pp. 1-47.
10. Hunter—General Psychology, pp. 3-9; 13-35.

3. THE MEANING OF EDUCATIONAL PSYCHOLOGY.

1. Explain the difference between John Bassett Moore today from what in all probability would have been the John Bassett Moore born in the home of a Russian peasant during the thirteenth century.
2. What do we mean then by saying that we are educating the children of Mississippi? What fact will show whether we are educating well? When? What sciences or studies seek to anticipate the results of certain forms of education?
3. If we knew what instruction ought to be given, how should we learn how best to give it? What other questions does this suggest?
4. Ought the same subject to be taught in the same way to every group of people? What would be the determining circumstances? What study seeks to answer this question?
5. Make a list of four problems each for sociology, philosophy of education, psychology, and psychology of education.

References:

1. Starch—Educational Psychology, pp. 1-5.
2. Thorndike—Principles of Teaching, pp. 1-11.
3. Smith—Introduction to Educational Sociology, pp. 1-10.
4. James—Talks on Life's Ideals, pp. 1-14.
5. Munsterburg—General and Applied Psychology, Ch. XXIX.
6. Hunter—General Psychology, pp. 36-60.
7. Angell—Chapters from Modern Psychology, pp. 155-194.



4. CONNECTIONS—MOVEMENTS AND ACTIVITIES—UNLEARNED

1. Name three kinds of unlearned activity and describe some particular activity of your own experience that will illustrate each of these.
2. Explain the difference between the two kinds of play. To which kind does base ball belong? Always? Explain.
3. Illustrate the difference between spontaneous play and work.
4. Show the value of the knowledge of play, imitation and curiosity to the teacher.

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1. Colvin and Bagley—Human Behavior, pp. 37-50.
2. Thorndike—Educational Psychology, Briefer Course, pp.1-10; pp. 59-68.
3. Norsworthy and Whitley—Psychology of Childhood, pp. 21-41
4. Colvin—The Learning Process, pp. 33-54.
5. Edman—Human Traits, pp. 67-109; 1-17.
6. Strayer—Teaching Process, pp. 12-31.
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10. Hall—Youth, Ch. VI.
11. Norsworthy and Whitley—Psychology of Childhood, pp. 206-223.
12. Norsworthy and Whitley—Psychology of Childhood, Ch. III.
13. Ross—Social Psychology, pp. 121-146.
14. King—Psychology of Child Development, Ch. X, pp. 110-116.
15. Sears—Classroom Organization and Control, pp. 29-32.

5. CONSCIOUSNESS—CHARACTER AND FUNCTION OF MENTAL STATES—ATTENTION.

1. State the classes of attention according to Thorndike and according to Colvin and Bagley. Which method of classification do you like best? Why?
2. Look at some object and explain whether you have attention or a state of consciousness. Explain the meaning of attention.
3. To what can we pay attention without effort? Why? What are some things to which we pay attention with extreme difficulty? Why?
4. Name some things that were once difficult to attend to that are now easy to attend to. Why?
5. State several ways by which attention may be secured by the teacher and maintained. How does the teacher know whether or not he has the attention of his class?
6. Explain the meaning of the range of attention and the rhythmic character of attention.
7. Discuss the influence of heredity, education and experience on one's ability to attend.
8. Show several ways by which one may improve his ability to attend to a difficult task.

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1. Colvin and Bagley—Human Behavior, pp. 53-71.
2. Thorndike—Elements of Psychology, pp. 98-107.
3. Angell—Psychology, pp. 80-92.
4. Bagley—Classroom Management, pp. 158-187.
5. Kulpe—Outlines of Psychology, pp. 423-445.
6. James—Psychology, Briefer Course, Ch. XIII.
7. James—Talks on Psychology and Life's Ideals, pp. 91-99.
8. Pillsbury—Essentials of Psychology, Ch. V.
9. Pillsbury—Fundamentals of Psychology, pp. 238-266.
10. Titchener—A Text-Book of Psychology, pp. 265-302.
11. Norsworthy and Whitley—Psychology of Childhood, pp. 97-111.
12. Angell—Psychology, pp. 92-108.
13. Starch—Educational Psychology, pp. 180-183.
14. Woodworth—Psychology, pp. 244-270.
15. Breese—Psychology, pp. 53-86.
16. Warren—Human Psychology, pp. 87, 140, 251, 358, and 364.
17. Hunter—General Psychology, pp. 113-131.
18. MacDougall—Social Psychology, p. 48 and following.
19. James—Psychology, Vol. I, pp. 402-458.

6. REACTION—ELEMENTARY.

1. If you note the size of the pupils of a cat's eyes at night, you will note they are larger than in the day. Explain why.
2. Tell your friend to say A when you say B, and as quickly as he can. Then tell him to say A or any other letter he prefers, when you say B, and as quickly as he can. Note the difference in time it takes him.
3. Name three kinds of reaction mentioned in one and two and give other illustrations of each type. Show in what respect these reactions are alike and in what respects they are unlike.
4. On what basis do you explain these reactions? What is the meaning of a nervous arc?
5. Name a type of animal that is capable of all three of these reactions. Name one that is capable of the first two and not the third. Why is one able to make all three and the other only two?
6. Discuss in detail the structure of a neuron and the nature of every part of it.

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1. Woodworth—Psychology, pp. 21-29.
2. Colvin and Bagley—Human Behavior, pp. 106-111.
3. Pillsbury—Fundamentals of Psychology, pp. 15-26.
4. Woodworth—Psychology, pp. 29-41.
5. Thorndike—Educational Psychology, Briefer Course, pp 84-87
6. Thorndike—Educational Psychology, Vol I, pp. 209-212.
7. Thorndike—Elements of Psychology, pp. 125-139.
8. Warren—Human Psychology, pp. 32-38.
9. Breese—Psychology, pp. 31-40.
10. Watson—Psychology, pp. 108-122.
11. Angell—Chapters from Modern Psychology, pp. 45-71.
12. Stiles—Human Physiology, pp. 94-105.
13. Titchener—A Text-Book of Psychology, pp. 428-458.
14. Angell—Psychology, pp. 13-23.
14. Angell—Psychology, pp. 13-23.
15. Hunter—General Psychology, pp. 132-139.

7. REACTIONS—BASIS OF REACTION—THE NERVOUS SYSTEM.

1. Divide the nervous system in general divisions according to as many points of view as you can.
2. Note the divisions made by two different authors of the nervous system.
3. What do you think would be the best divisions for us to make in our study? Explain why you think so.
4. Locate the spinal and cranial nerves. Explain the meaning of a nerve. What is the difference between a spinal and a cranial nerve? How many are there of each?
5. Locate and explain the meaning of different ganglia.
6. Describe the course of the sensory and motor nerves from the cord to the receptors and effectors.
7. Describe the shape and length of the cord; show the arrangement of white and gray matter; explain what is meant by the different paths in the cord.
8. Beginning with the bone just outside the cord in some section of the spinal column, describe each layer of material until the center of the cord is reached.
9. State and explain as many functions of the cord as you can.

References:

1. Colvin and Bagley—Human Behavior, pp. 113-125.
2. Thorndike—Elements of Psychology, pp. 120-158.
3. Hunter—General Psychology, pp. 132-157.
4. Angell—Psychology, pp. 18-35.
5. Pillsbury—Fundamentals of Psychology, pp. 26-49.
6. Warren—Human Psychology, pp. 32-55.
7. Watson—Psychology, pp. 122-159.
8. Breese—Psychology, pp. 20-47.
9. James—Psychology, Vol. I, pp. 30-67.
10. Woodworth—Psychology, pp. 26-55.
11. Stiles—Human Physiology, pp. 65-162.
12. Huxley—Lessons in Physiology, pp. 452-519.
13. Wilder—History of the Human Body, Chapter X.

8. THE BRAIN AND LOCALIZATION OF FUNCTION.

1. Discuss fully the the development of the embryo and the growth of the nervous system.
2. Name and locate the different general divisions of the brain, stating the chief functions of each division.
3. Discuss the arrangement of the white and gray matter as compared with the arrangement in the cord.
4. On the cerebral cortex locate the areas corresponding to the different senses.
5. Discuss the psychological value of the study of aphasia and lesions.
6. Locate and explain the meaning of the association areas of the cerebral cortex.

References:

1. Thorndike—Elements of Psychology, pp. 158-168.
2. Stiles—Human Physiology, pp. 106-120; 121-135.
3. Angell—Psychology, pp. 39-58; 23-58.
4. Hunter—General Psychology, pp. 146-157.
5. Warren—Psychology, pp. 38-46; 46-49.
6. Breese—Psychology, pp. 20-31; 47-52.
7. Wilder—History of the Human Body, Chapter X.
8. Pillsbury—Fundamentals of Psychology, pp. 129-139.
9. Watson—Psychology, pp. 122-136; 146-154.
10. James—Psychology, Vol. I, pp. 30-67.
11. Woodworth—Psychology, pp. 45-66.
12. Huxley—Lessons in Physiology, pp. 498-534.

9. THE LAWS OF NERVE ACTION.

1. What is the meaning of the "stimulus-response" psychology by which some writers attempt to explain all motives, interests and purposes?
2. Give some illustrations of organic states that influence behavior.
3. Explain what Woodworth means by reactions at different levels.
4. Explain the meaning of Woodworth's "Preparation for Action," "Preparatory Action", "Tendency" and "Motives".
5. Explain the meaning of each of the seven kinds of nerve operation according to Warren.
6. Does the nerve impulse always work itself out either in doing or in not doing? Explain.
7. The nervous system has been called a transformer. Explain whether there is any justification for such an appellation.
8. Is there any parallel in the course followed by water on the surface of the earth and the course taken by the nerve impulse? Explain.
9. State and explain the meaning of natural or inborn connections.
10. State and explain the law of acquired connections.

References:

1. Thorndike—Elements of Psychology, pp.162-168.
2. Thorndike—Educational Psychology, Briefer Course, pp.50-58
3. Thorndike—Educational Psychology, Vol. I, pp. 123-124.
4. Warren—Human Psychology, pp. 56-71.
5. Pillsbury—Fundamentals of Psychology, pp. 265-266; 84-97.
6. Woodworth—Psychology, pp. 68-88.
7. Watson—Psychology, pp. 117-122.
8. Angell—Psychology, pp. 363-368.

10. THE RECEPTORS AND THEIR STIMULI.

1. Describe and explain the function of every part of the eye, from front to back.
2. Describe the outer, middle and inner ear, showing the special function of each.
3. Describe the course of the optic nerve and the auditory nerve.
4. Describe the receptors or end organs for smelling and tasting.
5. Name the organic senses and discuss the nature of the end organs of each.
6. State the physical factors effective in determining the qualities of sight and sound.
7. State and illustrate the physiological and physical factors effective in determining the different odors and tastes.
8. State the physical and physiological factors effective in determining hot, cold, pressure and pain.
9. Discuss the factors effective in determining the kinaesthetic senses.

References:

1. Woodworth—Psychology, pp. 186-196.
2. Thorndike—Elements of Psychology, pp. 154-157.
3. Warren—Human Psychology, pp. 151-173; 184-194; 196-213.
4. Watson—Psychology, pp. 98-107; 75-84; 48-74.
5. Pillsbury—Fundamentals of Psychology, pp. 103-129; 145-165; 171-203.
6. Breese—Psychology, pp. 166-178; 144-157; 110-143.
7. Angell—Psychology, pp. 108-144.
8. Huxley—Lessons in Physiology, pp. 398-436; 367-397; 340-367.
9. Stiles—Physiology, pp. 149-162; 143-148; 136-143.
10. Hunter—General Psychology, pp. 250-265; 240-250; 215-239.

11. CONSCIOUSNESS OF THINGS PRESENT—SENSATION.

1. Name the different kinds of sensations and state the different qualities of each.
2. State methods of classifications made of sensations by different authors and note the difficulties involved in any hard and fast classification.
3. State the meaning of stimuli and note the different kinds.
4. Explain the meaning of the after effects of stimuli, sensory adaptation and the attributes of sensation including quality, intensity, extensity, duration, clearness or vividness, and the "local sign."
5. State and illustrate Weber's Law.
6. Formulate a good definition of sensation as such.

References:

1. Thorndike—Elements of Psychology, pp. 19-35.
2. Colvin and Bagley—Human Behavior, pp. 189-212.
3. Breese—Psychology, pp. 87-109.
4. James—Psychology, Vol. II, pp. 1-43.
5. Titchener—A Text-Book of Psychology, pp. 46-58; 200-223.
6. Pillsbury—Fundamentals of Psychology, pp. 98-103; 209-215.
7. Warren—Human Psychology, pp. 215-232.
8. Watson—Psychology, pp. 145-150.
9. Angell—Psychology, pp. 102-114; 145-150.
10. Hunter—General Psychology, pp. 215-225; 252-266.

12. CONSCIOUSNESS OF PERSONAL CONDITION—AFFECTION AND EMOTION.

1. State Thorndike's classification of the feelings. Can you name any consciousness that is not a feeling, according to this classification?
2. Differentiate the terms "feeling," "sensation" and "affection." State Colvin and Bagley's classification of affections. In what respects are affection and emotions different? How are their origins explained?
3. State several classifications of emotions. Decide what you think is the best classification and give your reasons for thinking so.
4. State the situations that may cause an emotion. Why do they cause emotions? What is the James-Lange Theory of Emotions? What is the Cannon Theory of Emotions?
5. To what extent should a person yield to the agreeable inclinations and endure the disagreeable? Are emotions beneficial? To whom? How? Can one control his emotions? All of the time? How? To what extent should the teacher seek to repress feeling either in himself or his students?
6. Differentiate affection, feeling, emotion, mood, temperament and sentiment.

References:

1. Colvin and Bagley—Human Behavior, pp. 72-88; 89-105.
2. Thorndike—Elements of Psychology, pp. 19-91; 74-84.
3. Breese—Psychology, pp. 356-376; 377-396.
4. Woodworth—Psychology, pp. 118-136; 137-171; 173-186.
5. Woodworth—Dynamic Psychology, pp. 44-76.
6. MacDougall—Social Psychology, Chapters 2, 3 and 4.
7. Pillsbury—Fundamentals of Psychology, pp. 443-466; 467-495.
8. Angell—Psychology, pp. 301-315; 316-333; 362-379; 380-395.
9. Warren—Human Psychology, pp. 279-306.
10. Hunter—General Psychology, pp. 200-214; 179-199.
11. James—Psychology, Vol. II, pp. 442-485.
12. Watson—Psychology, pp. 194-230.

13. UNLEARNED ACTIVITIES OF THE SECOND LEVEL— INSTINCTS.

1. Observe and name some reflex and instinctive activities and show in what respect they are alike and in what respects they are different.
2. Analyze several instinctive activities and make a list of their common characteristics.
3. Explain how instincts originated and the way by which they have been preserved.
4. Classify instincts in three ways and state the basis of each classification. Decide upon some convenient basis of classification and group all of the instincts you can discover according to such a basis.
5. Explain the difference between instincts and emotions.

References:

1. Colvin and Bagley—Human Behavior, pp. 126-148.
2. Thorndike—Elements of Psychology, pp. 184-191.
3. Parmelee—Science of Human Behavior, Chapters XI, XII and XIII.
4. Pillsbury—Fundamentals of Psychology, pp. 420-426.
5. Watson—Psychology, pp. 231-236; 236-249.
6. Warren—Psychology, pp. 92-110.
7. Breese—Psychology, pp. 384-391.
8. Thorndike—Educational Psychology, Briefer Course, Chapters II, III, IV and V.
9. Thorndike—Educational Psychology, Vol. I, Chapters II, III, V, VI, VII and VIII.
10. James—Psychology, Vol. II, pp. 383-441.
11. MacDougall—Social Psychology, pp. 20-46; 47-92; 93-124.
12. Woodworth—Psychology, pp. 105-156; 137-171.
15. Angell—Psychology, pp. 334-345; 346-368.
16. Hunter—General Psychology, pp. 158-177.

14. UNLEARNED ACTIVITIES OF THE SECOND LEVEL—USE
AND MODIFICATION OF INSTINCTS.

1. Explain the meaning of the recapitulation, the transitoriness, the dynamic (Nature is right) theories of instincts; discuss the extent of their validity; give an account of their influence and discuss the validity of the educational doctrines based upon them.
2. By referring to specific tendencies show their relative value now and in former times.
3. Name some native tendencies that should be developed; some that should be modified; and some that should be rooted out altogether. Give specific reasons for your answers.
4. State as many ways as you can by which instincts may be modified.
5. Show how the teacher may use his knowledge of instincts and their modifications in school work.

References:

1. Colvin and Bagley—Human Behavior, pp. 140-164.
2. Thorndike—Elements of Psychology, pp. 187-191.
3. Thorndike—Educational Psychology, Briefer Course, pp. 100-115; 116-124.
4. Thorndike—Educational Psychology, Vol. I. pp. 245-269; 270-312.
5. Starch—Educational Psychology, pp. 9-25.
6. Pillsbury—Fundamentals of Psychology, pp. 435-442.
7. James—Talks on Life's Ideals, pp. 38-44.
8. Hugo, Victor—Claude Gueux (Short Story).
9. Hunter—General Psychology, pp. 169-174; 176-177.

15. LEARNED ACTIVITIES OF THE SECOND AND THIRD LEVELS —HABITS.

1. Is a wink more like a habit or an instinct? Explain. Is a sneeze an instinct or a habit? Explain.
2. Make a list of activities that one should not desire to make habitual. Make another list that one should desire to make habitual. Explain the difference between good and bad habits.
3. State and illustrate the four laws of habit formation.
4. Explain the meaning of the practice curve in habit formation and state the facts of the differences in rate of improvement that it indicates.
5. A pupil is very neat about his grammar papers. What indication is this fact that he is neat in his arithmetic work. Explain. A person develops the habit of observing and cataloging all of the bugs and insects that he finds. Will he, on that account, observe and catalog every different plant he finds? Is the habit of thus dealing with bugs any indication that he would be better qualified to observe and catalog plants if he desired to do so? Illustrate. State the ways, and only ways, by which habits may be transferred from one field to another.
6. Show how the knowledge of the laws of habit formation and the practice curve may aid the teacher in his school work.

References:

1. Colvin and Bagley—Human Behavior, pp. 165-188.
2. Thorndike—Elements of Psychology, pp. 199-214.
3. Thorndike—Educational Psychology, Briefer Course, pp. 186-201; 259-282.
4. Thorndike—Educational Psychology, Vol. II, pp. 85-115; 116-185; 350-433.
5. James—Talks on Life's Ideals, pp. 64-79.
6. James—Psychology, Vol. I, pp. 104-127.
7. Edman—Human Traits, pp. 18-46.
8. Bagley—Classroom Management, pp. 13-49.
9. Pillsbury—Fundamentals of Psychology, pp. 499-510.
10. Woodworth—Psychology, pp. 296-331.
11. Watson—Psychology, pp. 269-309; 310-347.
12. Hunter—General Psychology, pp. 176-177.

16. CONSCIOUSNESS OF THINGS PRESENT—PERCEPTION.

1. Describe and illustrate the differences and likenesses of sensation and perception.
2. Divide percepts into three classes on the basis of their validity and illustrate the characteristic features of percepts belonging to each class.
3. Illustrate the physiological and psychological factors involved in the determination of distance.
4. Name and illustrate some of the more interesting visual illusions.
5. Show how the process of reading illustrates the laws of perception.
6. Make a list of false perceptions that you know about and group them into two groups according as they are illusions or hallucinations. Show in what respect hallucinations and illusions are alike and unlike each other.
7. State and illustrate the more important factors involved in the estimation of time.

References:

1. Thorndike—Elements of Psychology, pp. 35-42.
2. Colvin and Bagley—Human Behavior, pp. 213-226.
3. Breese—Psychology, pp. 197-237.
4. Pillsbury—Fundamentals of Psychology, pp. 267-306; 307-321; 322-344.
5. James—Psychology, Briefer Course, Chapter XX.
6. James—Psychology, Vol. II, pp. 134-282.
7. Angell—Psychology, pp. 172-195; 151-171.
8. Angell—Introduction to Psychology, pp. 114-136.
9. Woodworth—Psychology, pp. 419-460.
10. Titchener—Text-Book of Psychology, pp. 172-195; 151-171.
11. Pillsbury—Essentials of Psychology, Chapter VII.
12. Hall—Aspects of Child Life and Education, pp. 1-52.
13. Warren—Human Psychology, pp. 233-269.
14. Hugo, Victor—Notre Dame de Paris, Book VIII, Chapter I.
15. Hunter—General Psychology, pp. 267-276.

17. CONSCIOUSNESS OF THINGS ABSENT—IMAGINATION AND MEMORY.

1. Classify on the basis of the sense organs the different kinds of images one may possess of things.
2. Classify visual images on the basis of recency of the presence of the object imagined to the eye, and describe the distinguishing features of each class.
3. Classify imagination on the basis of (1) the sense organs; (2) its validity; (3) range of component elements constituting the image; (4) concreteness of thing imagined.
4. Explain the difference between memory in the narrow and broad sense.
5. Explain the differences and likenesses between memory and imagination.
6. Explain the meaning of learning, retention, recall and recognition.

References:

1. Thorndike—Elements of Psychology, pp. 42-57.
2. Colvin and Bagley—Human Behavior, pp. 227-242; 243-263.
3. Breese—Psychology, pp. 260-270; 238-259.
4. Warren—Human Psychology, pp. 270-279.
5. Pillsbury—Fundamentals of Psychology, pp. 216-237; 345-386
6. Woodworth—Psychology, pp. 332-365; 366-388.
7. James—Psychology, Vol. 2, pp. 44-75.
8. James—Psychology, Vol. 1, pp. 643-659.
9. Angell—Psychology, pp. 196-221; 222-232.
10. Titchener—A Text-Book of Psychology, pp. 396-426.
11. Hunter—General Psychology pp. 277-301.

18. CONSCIOUSNESS OF THINGS ABSENT—MEMORY IMPROVEMENT.

1. What kind of memorizing is necessary in the study of mathematics, history, English literature, agriculture?
2. Discuss by illustrations the extent to which individuals differ in memory and explain what factors determine these differences.
3. Explain what factors are effective in the development of a faulty memory of any particular kind of material.
4. Discuss the extent to which memorizing in one subject contributes toward the improvement of one's ability to memorize in other subjects.
5. Explain the meaning of the laws of association and show their relationship to purpose and "congruity of emotional tone."
6. State and illustrate different ways by which one may improve his methods of memorizing:

References:

1. Colvin and Bagley—Human Behavior, pp. 264-282; 283-297.
2. Woodworth—Psychology, pp. 389-418.
3. Pillsbury—Fundamentals of Psychology, pp. 382-389.
4. Breese—Psychology, pp. 253-259; 277-298.
5. Starch—Educational Psychology, pp. 176-190; 191-216; 217-260.
6. James—Psychology, Vol. I, pp. 659-689.
7. Angell—Psychology, pp. 230-244.
8. Hunter—General Psychology, pp. 301-319.

19. CONSCIOUSNESS OF FACTS—RELATIONSHIP—MEANING
AND JUDGMENT.

1. Name some object and note the different kinds of feelings you have in regard to it.
2. Name two objects and note several ways by which they are alike and unlike.
3. Arrange the relationships of which you may be conscious in objective and subjective groups and explain the difference between them.
4. Ask persons of different ages about likenesses and differences of objects, classify their answers, note the differences in variety and ability indicated, and try to account for such differences.
5. Should the natural development of the consciousness of relationship determine to any extent the methods of the teacher? Explain fully by referring to the teaching of specific subjects.
6. Explain by illustrations the differences between consciousness of things and facts.
7. Distinguish from each other, percept, image, individual notion, concept, abstraction.
8. Explain how things get their meaning for us and why different people have different feelings of meaning in regard to the same thing or situation.

References:

1. Thorndike—Elements of Psychology, pp. 58-73.
2. James—Psychology, Vol. I, pp. 237-258.
3. Colvin and Bagley—Human Behavior, pp. 300-307.
4. Pillsbury—Fundamentals of Psychology, pp. 387-405.
5. Dewey—How We Think, pp. 101-116.
6. Titchener—A Text-Book of Psychology, pp. 505-547.
7. Angell—Psychology, pp. 245-266; 267-278.
8. Angell—Introduction to Psychology, pp. 175-184.
9. Breese—Psychology, pp. 321-337.
10. Creighton—An Introductory Logic, pp. 316-328; 329-342.
11. Hunter—General Psychology, pp. 320-333.

20. REASONING—INCENTIVE, METHOD, STIMULATION.

1. Distinguish between solving problems through the simple trial and error process and conscious reflection, and show which is the more economical.
2. Describe the nature of the situations that have initiated thinking both in the individual and in the race.
3. State several problems that have been solved and the common phases that have characterized the solving of them.
4. Show the procedure by which the teacher may arouse the thinking attitude in his students by referring to the teaching of special topics in special subjects.
5. Distinguish between the meaning of deductive and inductive reasoning and show that the solution of any simple problem demands the employment of both.

References:

1. Colvin and Bagley—Human Behavior, pp. 298-312.
2. Pillsbury—Fundamentals of Psychology, pp. 387-419.
3. Angell—Psychology, pp. 267-300.
4. Dewey—How We Think, pp. 1-56; 68-79.
5. Breese—Psychology, pp. 338-355.
6. Creighton—An Introductory Logic, pp. 190-201; 202-215; 373-389.
7. Woodworth—Psychology, pp. 462-480.
8. Bagley—The Educative Process, pp. 128-168.
9. Colvin—An Introduction to High School Teaching, pp. 274-296.
10. LaRue—Psychology for Teachers, pp. 198-219.
11. Thorndike—Elements of Psychology, pp. 264-273.
12. Thorndike—Principles of Teaching, pp. 147-178.
13. Colvin—The Learning Process, pp. 295-309; 310-318; 319-329.
14. Titchener—Text-Book of Psychology, pp. 505-547.
15. James—Psychology, Vol. II, pp. 325-371.
16. Hunter—General Psychology, pp. 320-341.

21. CONSCIOUSNESS OF WILLING—INCENTIVE, DESIRE, ACTIVITY, EFFORT.

1. By examination of the incentives and effects of your personal movements and by inquiry into the incentives and effects of movements of others, show what is the prerequisite of all movements. Is sensation necessary to movements?
2. Upon any given stimulation what movement will follow? What are the two possible classes of movements according to origin?
3. The conscious accompaniments of movements may be divided into three groups: (1) the initiating process; (2) the directly sensory process; (3) the awareness of results. State and illustrate several ways by which movements are initiated. What is the nature of the guidance of a movement once initiated?
4. On what basis is the selection of one movement rather than another determined? State the meaning of the consciousness of motive, desire, and fiat of the will. What determines them and the way they feel?
5. In what sense is a man's will free undoubtedly? In what sense is its freedom debatable? What difference does it make whether a man believes in the freedom of the will in the latter sense? Explain with reference to the individual and society.
6. Is there any relationship between one's theory of the will and one's attitude toward law-breakers? Explain.

References:

1. Thorndike—Elements of Psychology, pp. 85-91; 274-297.
2. Pillsbury—Fundamentals of Psychology, pp. 496-529.
3. Woodworth—Psychology, pp. 523-551.
4. James—Psychology, Vol. II, pp. 486-592.
5. Warren—Human Psychology, pp. 293-313.
6. MacDougall—Social Psychology, pp. 234-270; 359-392.
7. Baldwin—Mental Development, pp. 336-430.
8. Breese—Psychology, pp. 419-431.
9. Dewey—Democracy and Education, pp. 146-162.
10. Titchener—A Text-Book of Psychology, pp. 428-469.
11. Angell—Psychology, pp. 396-418; 419-439.

22. THE SELF—THE PERSONALITY.

1. Explain what James means by the following constituents of the Self: (1) the material Self; (2) the social Self; (3) the spiritual Self; (4) the pure Ego.
2. Explain what Pillsbury means by the following: (1) the physical Self; (2) the subjective Self; (3) the active Self.
3. Explain the meaning, cause and significance of: (1) emotions of Self; (2) unity of consciousness; (3) sense of personal identity; (4) dissociations of personality; (5) the soul.
4. State the different theories of reality as indicated by the different theories of the percept. Classify the different theories of philosophy according to the theory of the Self. Show the practical significance of any of the structural theories of the Self.
5. Compare the nature and significance of the structural and the functional theory of the Self.
6. Explain what is meant by "activity leading to further activity." Make a list of activities that will and a list of those that will not lead to a furtherance of activity. Do you think that theory of activity a good theory of life? What bearing has this theory on teaching morals in our schools?

References:

1. Pillsbury—Fundamentals of Psychology, pp. 530-554.
2. James—Psychology, Vol. I, pp. 291-350; 350-401.
3. MacDugall—Social Psychology, pp. 179-214.
4. Breese—Psychology, pp. 432-462.
5. Woodworth—Psychology, pp. 552-570.
6. Warren—Human Psychology, pp. 381-389.
7. Dewey—Democracy and Education, pp. 406-408; 204-205; 340-357.
8. Ross—Social Control, pp. 291-303.
9. Bristol—Social Adaptation, pp. 298-312.
10. Carver—Essays in Social Justice, pp. 59-84.
11. Watson—Psychology, pp. 392-420.
12. MacVannel—Philosophy of Education, pp. 56-75; 99-116.
13. Pillsbury—Fundamentals of Psychology, pp. 267-273.
14. Baldwin—Social and Ethical Interpretation, pp. 13-65.
15. Wynne—Education as the Solution of the So-called Conflict between the Individual and Society. (Manuscript).
16. Hunter—General Psychology, pp. 84-109.
17. Kirkpatrick—The Individual in the Making, pp. 3-10; 72-88.

23. THE ORIGINAL NATURE OF MAN—BIOLOGICAL HEREDITY.

1. State several different classifications of original nature and the basis of each. Decide upon some convenient method of classification for our study.
2. State the different criteria by which we may be able to determine whether a tendency is original.
3. Explain the difference between heredity and environment according to Thorndike.
4. State and illustrate the different theories of the proper treatment of original nature and the bearing of such theories on educational practice.
5. Discuss the extent to which man's original nature has changed during the last 6,000 years.
6. Make a list of the original tendencies (1) that should be developed; (2) that should be modified; (3) that should be rooted out altogether. Explain why you think each tendency should be thus preserved, modified or destroyed as the case may be.
7. Discuss different ways by which original nature may be modified.
8. What bearing have questions 6 and 7 on educational theory and practice?

References:

1. Thorndike—Elements of Psychology, pp. 184-198.
2. Thorndike—Educational Psychology, Briefer Course, pp. 1-26; 27-49; 50-83; 100-124.
3. Thorndike—Educational Psychology, Vol. I, pp. 1-26; 43-107; 234-244; 245-312.
4. James—Psychology, Vol. I, pp. 383-441.
5. Starch—Educational Psychology, pp. 9-25.
6. Pillsbury—Fundamentals of Psychology, pp. 420-442.
7. MacDougall—Social Psychology, pp. 44-76; 77-104.
8. Woodworth—Dynamic Psychology, pp. 44-76; 77-104.
9. Woodworth—Psychology, pp. 89-104; 105-117.
10. Colvin and Bagley—Human Behavior, pp. 126-164.
11. Parmelee—Science of Human Behavior, Chapters XI, XII, XII
12. Watson—Psychology, pp. 231-236; 236-249.
13. Colvin—The Learning Process, pp. 33-54; 55-70.
14. Hunter—General Psychology, pp. 36-53; 158-177.

24. THE SOCIAL NATURE OF MAN—SOCIAL HEREDITY.

1. State as many differences as you can that exist between the average American today and the Damara, the American Indian of 1492, the ancient Athenian, the Chinese of today, the American negro.
2. Make one list of a number of things that you consider biological inheritance and another of the things that you consider social inheritance. Is a sneeze at the dinner table social inheritance? A gun? The moon? Rheumatism?
3. How did social inheritance originate? What keeps it in existence? How may we make its continued development more secure?
4. If man were suddenly to lose all of his social inheritance, how would his condition compare with that of the men of the Stone Age? Of the Middle Ages? Explain fully.
5. What is the purpose of education then? What is the task of educational psychology?

References:

1. Dewey—Democracy and Education, pp. 12-27.
2. Baldwin—Social and Ethical Interpretation, pp. 66-98.
3. Bagley—Educative Process, pp. 1-22; 23-39.
4. MacVannel—Philosophy of Education, pp. 99-116.
5. Kidd—Social Evolution, Chapter IX, pp. 271-294.
6. Kidd—Science of Power, Chapter X, pp. 267-309.
7. Wynne—Education as the Solution of the So-called Conflict between the Individual and Society. (Manuscript):
8. Hunter—General Psychology, pp. 84-109.

25. LEARNING—MEANING AND LAWS.

1. Make a list of a number of things that animals or men can do now better than they could when you first observed them. The difference is due to learning.
2. Explain: (1) the difference between learning in the broad and the narrow sense; (2) the meaning of learning by "trial and error", by "imitation" and by "free ideas."
3. Distinguish between the act of learning and the material learned. Illustrate the relationship between (1) learning and memorizing; (2) learning and the modification of behavior; (3) learning and the modification of instincts; (4) learning and training; (5) learning and education; (6) learning and habit formation; (7) learning and acquired characteristics; (8) learning and forming of connections; (9) learning and reasoning.
4. State and illustrate the meaning of Thorndike's laws of satisfaction and annoyance.
5. State and illustrate fully the meaning of Thorndike's laws of learning. Show the relationship between them and the laws of habit formation and ways of modifying instincts.

References:

1. Thorndike—Elements of Psychology, pp. 199-214; 215-223.
2. Thorndike—Educational Psychology, Briefer Course, pp. 53-56; 70-72; 125-137.
3. Thorndike—Educational Psychology, Vol. I, pp. 123-134; 170-174; Vol. II, pp. 6-16.
4. Colvin and Bagley—Human Behavior, pp. 149-164; 165-188; 283-297; 298-308; 24-36.
5. Starch—Educational Psychology, pp. 115-120.
6. Colvin—The Learning Process, pp. 1-17; 18-32.
7. Pillsbury—Fundamentals of Psychology, pp. 499-511.
8. Woodworth—Dynamic Psychology, pp. 77-104; 105-127.
9. Woodworth—Psychology, pp. 296-331.
10. Watson—Psychology, pp. 269-309; 310-347.
11. Bagley—Educative process, pp. 1-22; 23-39.
12. Norsworthy and Whitley—Psychology of Childhood, pp. 187-205.
13. Hunter—General Psychology, pp. 301-319.

26. LEARNING—EDUCATIONAL SIGNIFICANCE OF ITS CHARACTERISTICS.

1. State and illustrate four kinds of connection forming that we may roughly distinguish in human learning.
2. Is the fact that a boy is continually moving and mischievous in the school room an indication that he has less or more ability to learn? Explain.
3. Would a college freshman who had played his first Varsity game of baseball on Monday be able to do as good class work on Tuesday and Wednesday as he would have been able to do had he never contemplated playing Varsity ball at all? Why?
4. In this course we have studied the laws of habit, modification of instincts, methods of memorizing, and finally the laws of learning. Should we have studied the laws of learning and omitted the other topics? Why?
5. If it were possible, would it be advisable to direct a pupil in the study of agriculture so that he could do only the things that would be successful? Why?
6. Name two students in your class and ask your friend who knows them both how he distinguishes them one from the other. Generally, he will not know. Explain how he is able to distinguish them and at the same time not know how he does so.
7. Very occasionally you see a person that you think you know. About the same moment you are speaking to him, you realize your mistake. Why did you think you knew him?
8. Do such observations make any suggestion as to the proper methods of instruction? As to the kind of teacher-training we need? Explain.
9. Is it wise to call attention of pupils to specific errors and specific points of merit, or to make general commendation of good, poor, correct, wrong, etc.? Illustrate. Is it wise for parents to help their children prepare their lessons at night? Explain.
10. Explain the meaning of: (1) multiple-response or varied reaction; (2) attitude, dispositions, preadjustments, or "sets"; (3) the partial or piece-meal activity of a situation; (4) assimilation or response by analogy; (5) associative shifting.
11. State the two general rules for education that have their basis in the laws of learning and habit formation.

References:

1. Thorndike—Educational Psychology, Briefer Course, pp. 138-152.
2. Thorndike—Educational Psychology, Vol. II, pp. 17-31.

3. Colvin—An Introduction to High School Teaching, pp. 177-198; 199-223.
4. Bagley—The Educative Process, pp. 115-127.
5. Parker—Methods of Teaching in High Schools, pp. 122-141; 142-163.
6. Colvin—The Learning Process, pp. 55-70; 145-153.
7. Hunter—General Psychology, pp. 301-319.

27. THE CONDITIONS OF LEARNING—INDIVIDUAL DIFFERENCES AND FATIGUE.

1. Study the practice curves used in diagraming certain psychological experiments and illustrate by means of such curves some experimental results recorded.
2. State and illustrate by means of the distribution curve the general range of human ability to learn. What bearing has this question on educational method and organization?
3. Is compensation or correlation of human capacities the general rule? State and discuss the validity of the results of certain investigations.
4. State and discuss the influence of sex, race and recent ancestry as determining factors in one's ability to learn on the basis of results of experiment and investigation.
5. State some of the results of investigation indicating the possible answers to these questions: "How much does continued work at any one time or any combination of tasks diminish efficiency for any other task?" and "How does it?"
6. Is there any parallel in the method of the transference of deterioration and the method of the transference of improvement of a function? Illustrate fully.

References:

1. Thorndike—Educational Psychology, Briefer Course, pp. 186-201; 331-375; 283-314.
2. Thorndike—Principle of Teaching, pp. 68-104.
3. Thorndike—Educational Psychology, Vol. II, pp. 85-115; Vol. III, pp. 142-280; 1-107.
4. Starch—Educational Psychology, pp. 26-62; 63-96.
5. Terman—Measurement of Intelligence, pp. 65-104.
6. Woodrow—Brightness and Dullness of Children, pp. 41-60; 254-274.
7. Hollingsworth—The Psychology of Subnormal Children, pp. 1-16.
8. Rugg—Statistical Methods Applied to Education, pp. 1-27.
9. Watson—Psychology, pp. 348-359; 163-172.
10. Hunter—General Psychology, pp. 36-53; 61-83.

28. LEARNING—TESTS AND MEASUREMENTS.

1. Explain the difference between intelligence and educational tests. Name an example of each kind.
2. Explain the difference between group and individual tests and name an example of each.
3. Explain the difference between those tests that consist of a variety of reactions to situations which a normal child of a normal environment would be able to make, and those tests that proceed on the basis of measuring special mental functions.
4. Show that the Stanford Revision of the Binet-Simon Scale belongs in one class of each of the three classifications suggested above.
5. Distinguish between the mental age and the I Q.
6. State the arguments for and against the validity of specific intelligence tests.
7. State and explain the nature of some of the best tests of reading, writing, and arithmetic, and state the possible value in the employment of each.
8. Show how tests may aid directly the pupil, the teacher, the principal and the superintendent.

References:

1. Starch—Educational Psychology, pp. 73-112.
2. Terman—The Measurement of Intelligence, Part I.
3. Strayer and Englehardt—The Classroom Teacher, pp. 211-265
4. Hunter—General Psychology, pp. 36-53.
5. Parker—Teaching in High Schools, pp. 492-511.
6. Wilson and Hoke—How to Measure, Chapters III, IV, V, X, XI and XII.
7. Starch—Educational Measurements, Chapters II, III, IV, V and VIII.
8. Monroe, DeVoss and Kelly—Educational Tests and Measurements, Chapters I, II, III and IV.
9. Woodrow—Brightness and Dullness in Children, pp. 9-60.
10. Hunter—General Psychology, pp. 36-53.

29. LEARNING—CONDITIONING FACTORS . . .

1. State and explain the meaning of, and the meaning of the improvement of, a mental function.
2. State some evidence as to the possible limit of the improvement of different mental functions. Is it desirable to improve all mental functions to their limits?
3. State the evidence as to the best length of practice periods and intervals between them.
4. State the evidence as to the possibility and desirability of increasing speed in reading and writing.
5. Is it more or less difficult to improve one's ability in spelling than in hand-writing? Why?
6. Could a teacher, by giving his entire attention to a child during four periods a day in an isolated home, develop in him a higher standard of morality than he could develop in the same number of periods a day in a public school? Explain. Is the suggestion in favor of or opposed to public education?
7. Will a wage hand who has no prospect of having his salary increased learn new activities connected with a business as will a young, contented married man who owns a part of the same business? Explain.
8. If, in a class of sixty pupils, two of a slightly nervous temperament are striving for the highest honors at commencement, will they do more or less efficient work than they would have done had they not been involved in such competition? Explain.
9. Should pupils be given answers to their problems? Never? Always? Why?
10. Should children begin the study of reading by learning the letters, phonics, or words first? Why?
11. Should children be assigned certain additions and subtractions to work out at home before they have done any such work under the direction of the teacher? Always? Never? Why?

References:

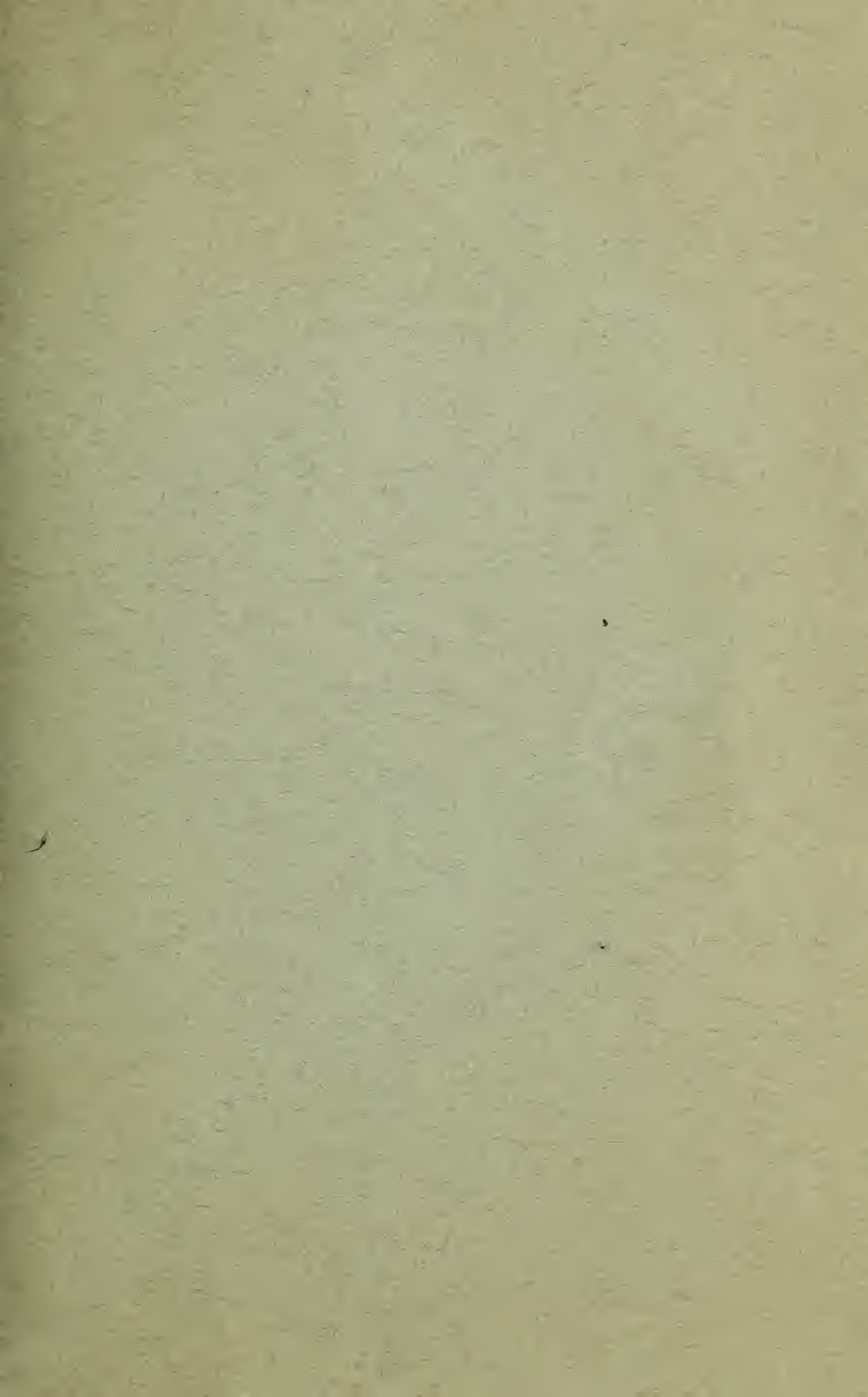
1. Thorndike—Educational Psychology, Briefer Course, pp. 173-178; 186-224.
2. Thorndike—Education, pp. 95-116.
3. Thorndike—Educational Psychology, Vol. II. pp. 54-63; 116-234.
4. Pillsbury—Fundamentals of Psychology, pp. 345-379; 335-344.
5. Starch—Educational Psychology, pp. 121-140; 141-175.
6. Wynne—Psychological Factors Involved in Teaching Reading. (Manuscript).

30. LEARNING—TRANSFERENCE OF TRAINING.

1. Would the acceleration of speed and comprehension of a child in reading ability through the proper use of tests improve his ability in spelling and writing?
2. Explain the meaning, origin and argument advanced in favor of the theory of formal discipline.
3. Explain the meaning of the term transference of training.
4. State the ways and only ways by which transference takes place.
5. Show in what respects certain subjects are better mind trainers than others. Should all students pursue these courses? All the time? How long? When?

References:

1. Graves—A Student's History of Education, pp. 179-185.
2. Monroe, Paul, (Editor)—Principles of Secondary Education, pp. 298-206.
3. Monroe—Text-Book in the History of Education, pp. 505-532.
4. Thorndike—Principles of Teaching, pp. 235-249.
5. Thorndike—Educational Psychology, Briefer Course, pp. 259-282.
6. Thorndike—Educational Psychology, Vol. II, pp. 350-357; 357-381; 381-422; 422-433.
7. Colvin—The Learning Process, pp. 211-228; 229-250.
8. Starch—Educational Psychology, pp. 191-216; 217-255.
9. Woodworth—Psychology, Chapter XIII, pp. 316-17; Chapter XIV, pp. 361-62.
10. Colvin and Bagley—Human Behavior, pp. 181-186.
11. Bagley—The Educative Process, pp. 203-217.
12. Hunter—General Psychology, pp. 301-308.



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