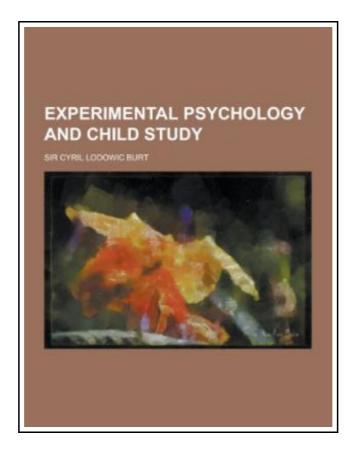
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Theclassics.Us, United States, 2013. Paperback. Book Condition: New. 246 x 189 mm. Language: English . Brand New Book ***** Print on Demand *****.This historic book may have numerous typos and missing text. Purchasers can usually download a free scanned copy of the original book (without typos) from the publisher. Not indexed. Not illustrated. 1922 edition. Excerpt: . experimental psychology and child study part I section I research in education Education has come to be regarded as an applied science, like medicine, engineering, or industrial chemistry. In each case, the change in standpoint has been due almost entirely to the application of the methods of research to problems of everyday practice. Training the mind requires a scientific study of the mind, just as healing the body requires a scientific study of the body. For long the teacher, like the earlier physician, was guided by little else than historical tradition, a priori speculation, and personal common sense. He now practises a technique almost as specialized as that of the modern surgeon or physician; and that technique, in turn, rests upon a large body of knowledge, almost as specialized as anatomy, physiology, or pathology. Teaching, however, consists in much more than mere applied psychology. Starting with the application of psychological generalizations to the difficulties of the classroom, educational research has developed problems and methods of its own. Indeed, to education would now be conceded by almost universal consent the rank of a separate science, applied --that is, practical--in its nature, but as independent and as selfcontained as engineering or medicine. 1 The methods of research are much the same in education as in other sciences: observation and description of individual children; questionnaires seeking data from large numbers; experimental investigation of specific problems, particularly by means of tests; genetic studies of growing children; pathological...



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