

## LET'S REVIEW

by JOSE Y. TUAZON



### PSYCHOLOGY

#### EDUCATIONAL PSYCHOLOGY

1. *Herbartian psychology* — Based on three interrelated foundations: (a) metaphysics, (b) mathematics, (c) experience. In metaphysics, the soul is interested only in its self-preservation. The idea is unity of all human behavior for the preservation of the soul. In mathematics, ideas are passive in their primary state, but through relation with one another they become forces. In experience, the general term "apperception" where all things are seen or understood in terms of prior experience.
2. *Froebelianism* — responsible for an increased interest in child nature.
3. *G. Stanley Hall* — study of original nature, the unlearned abilities of the child. Especially noteworthy are his studies on adolescence which opened up a new field and emphasized a new aspect of human life.
4. *William James*—claims that a knowledge of psychology will aid the teach-

er by narrowing the paths of experiment and trial. He criticized the Herbartian concepts of apperception and emphasized the importance of studying the actual responses of the child.

5. *Edward L. Thorndike* — The most outstanding name in educational psychology. Introduced the concept of original nature and his laws of learning.
6. *The present position of educational psychology* — gradually increasing application of all the implications of original nature; more use of the laws of learning in connection with it; much freer field for the expression of native abilities and individual interests; increased use of measurement of a more accurate kind.

#### SCHOOLS OF PSYCHOLOGY

*Those no longer highly active:*

1. *Structuralism, or existential psychology* — sought by introspection for mental elements such as sensations, images, and affection. The mind must look within itself to discover

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the mental elements, all of which are conditioned by the stimulation of the sense organs. Leaders: Titchener, Bentley, Ebbinghaus, Kulpa etc.

2. *Functionalism* — treated man as an active organism and regarded consciousness as having utility in the process of adjustment. Introspection is also used, but treat the mind as of value only as a factor in adaptation. Leaders: Dewey, Angell, Judd, Carr, Baldwin, etc.
  3. *Behaviorism*—rejected introspection and turned to objective observation as the only method of psychological study. Action is the center of interest. Leader: Watson.
  4. *Purposive* — emphasized dynamic concepts, considering instincts (or propensities) as the springs of human conduct. Instincts are the driving force in controlling and directing human affairs. Leaders: McDougall, Prince, Herrick, Jennings.
- Those showing continued activity:*
5. *Psychoanalysis* — essentially a movement in psychiatry. Stresses the unconscious, the libido. Concerns itself with the treatment of nervous disorders. Leaders: Freud, Jung, Adler, Janet.
  6. *Connectionism* — regards human nature as composed of a vast multitude of specific connections between situations and responses. Leader: Thorndike. (These two schools of psychology, psychoanalysis and connectionism, are also called atomistic psychology.)
  7. *Gestalt or organismic* — stresses the integrated character of personality and behavior. Holds that the whole organism is in some degree changed in each learning experience, and that

all learning consists of insight. Leaders: Westheimer, Koffka, Kohler, Ogden, Wheeler.

8. *Personalistic* — holds the same theories as Gestalt.

#### AREAS OF EDUCATIONAL PSYCHOLOGY NOW BEING CULTIVATED:

1. *Psychometrics* — applying the technique of factor and analysis first developed by Spearman. Seeks to discover fundamental units in human nature and to provide non-overlapping tests for such units.
2. *Clinical psychology* — unites psychology, social work, and psychiatry in the study of the problems of growth, learning, and adjustment of individuals.

#### INDIVIDUAL DIFFERENCES: CAUSES OF INDIVIDUAL DIFFERENCES

1. sex
2. remote ancestry
3. immediate ancestry
4. age
5. environment

#### INSTRUCTIONAL ORGANIZATION FOR INDIVIDUAL DIFFERENCES

1. *St. Louis Plan*—quarterly promotion plan whereby the work of each year was divided into four ten-week units and promotions were made every ten weeks. Organized by Superintendent Harris.
2. *Pueblo Plan*—organized by Preston W. Search. The work in each subject in the high school was outlined in such a way that each child progressed at his own rate. All units in each course were studied by each pupil but were completed at different rates. No marks were given. The teachers' records merely in-

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licated the number of units each student had completed satisfactorily.

3. *Cambridge Plan* — otherwise known as the double-track plan. Outlined the same work for all the pupils for the first three grades of a nine-grade elementary school course. The work of the last six grades was arranged in two parallel courses, the regular course which required six years for its completion, and a special course for brighter pupils which could be completed in four years. In 1910 the nine-year elementary course was reduced to eight years, and the double-track plan was extended to include all eight grades.

4. *Portland (Oregon) Plan*—The nine-grade course of study was divided into fifty-four units. A child who was a member of a regular progress group would cover six of these units each year or three each semester. The more capable children of each class were placed in a separate division which was permitted to cover eight units of the course per year (except the last year, in which only six units were covered), thus completing the full course in seven years. The two courses articulated at various points so that pupils might be transferred from the rapid progress to the regular groups and vice versa.

5. *Batavia Plan*—Made special provision for slow-learning children in a school in which large classes (eighty

or more pupils per room) prevailed. Each room had two teachers, one a direct-instruction teacher and the other an assistant who coached the laggards at a desk in the rear of the room.

6. *North Denver Plan*—represents the reverse of the Batavia Plan, the bright pupils being singled out for special help rather than the slow ones. The class organization remained largely intact, with all pupils covering the maximum assignments and with a carefully selected reference li-

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7. *Santa Barbara Concentric Plan.*—divided the pupils of each grade into three groups—A, B, and C sections. All pupils did the basic content for the C level, but the B pupils and more extensive work than the C group, and the A group did skill more than the B pupils. Started by Frederick Burk.

—o—

#### HOW TO MEET INDIVIDUAL DIFFERENCES

1. *By diversified curriculum*
2. *By free election of courses*

3. *By grading pupils according to ability*

4. *By study coaches for slow pupils and supplementary work for bright ones.*

5. *By various combined plans*

#### CAUSES OF PUPIL FAILURES IN SCHOOL

1. *Failure due to the child, such as feeble-mindedness, physical unfitness, etc.*

2. *Failure due to the teacher, such failure as to establishness, physical unfitness, etc.*

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pils are failed than necessary, or unfitness to teach.

3. *Failure due to the school*, such as large number of pupils in a class, failure to provide special section or special courses for pupils of low ability or inadequate preliminary training, failure to regulate social and athletic activities in the interest of classroom work.

4. *Failure due to out-of-school environment* such as improper parents' attitude, etc.

#### HEREDITY

DEFINITION: The process of transmitting traits or characteristics from one generation to another by means of the germ plasm.

#### PRINCIPLES OF HEREDITY

1. *Heredity operates through the germ cells* and not through the somatic or body cells. Characteristics learned by parents are not transmitted to offspring.

2. *Like produces like.* This is the principle of conformity. It means that environment cannot change the individual to another specie.

3. *Germ cells contain many determiners* which at the time of fertilization of the ovum combine in different ways to produce offspring differing from one another.

4. For any given trait or human characteristic *the offspring tends toward the average.* This principle of filial regression formulated by Sir Francis Galton means that children of very gifted parents tend on the average to be less gifted, and vice versa.

#### PERIODS OF GROWTH WHICH INCLUDE MATURATION, LEARNING, AND DEVELOPMENT:

1. From birth to 3 is the *period of most rapid change.*

2. From 3 to 6, *the age of greatest mental development.*

3. From 6 to 9, *the period of greatest social imitation.*

4. From 9 to 12 may be called *the second stage of individualism, charac-*

terized by rebellion against customary ways of doing things.

5. From 12 to 15, *early adolescence* in which beginning of social adjustment is made.

6. From 15 to 18, *later adolescence*, a period in which life choices begin to receive definite consideration.

#### TYPES OF INHERITED RESPONSES AND ABILITIES

1. *Instinct* — inborn capacity of responding in definite ways under definite circumstances.

2. *Reflexes* — simple forms of reaction involving a limited set of muscles and occurring in response to precise stimuli.

3. *Capacities* — general mental abilities and native mental equipment.

#### EDUCATIONAL DOCTRINES BASED UPON INSTINCTS

1. *The dynamic theory of instinct—instincts are the great dynamic forces of human nature* which determine the actions, desires, and achievements of an individual's life.

2. *Theory of the transitoriness of instincts* — Instincts are highly transitory; that they burst out at certain times in the growth of the individual with more or less dramatic force and suddenness, and that if they are not allowed to manifest themselves, they will disappear, never to be revived again.

3. *The recapitulation theory of instinct* — Instincts appear in the growth of the child in the order in which they appeared in the evolution of the race. This theory, advocated by G. Stanley Hall, has the following derived theories:

a. *Culture-epoch theory* — avenues of approach to children should be determined by the epoch of culture through which they are decidedly passing.

b. *Utility theory*—"The date at which a tendency appears is that one of the many varying dates at which it has appeared in our ancestry which has been most serviceable in keeping the stock alive."—Thorndike.

## CLASSICAL STUDIES ON HEREDITY AND ENVIRONMENT

1. *Sir Francis Galton*, in 1869, made a study of 977 eminent men, each of whom was among the most eminent of 4000 persons. He proceeded to determine how many relatives of equal eminence and of varying degrees of relationship each person possessed.

## THEORIES OF INTELLIGENCE

1. *Theory of identical elements by Thorndike* — If a bond is formed in one learning situation, then in another situation of similar character requiring a similar stimulus-response behavior unit, the old bond is brought into play and the new learning is made easier.

2. *Theory of conscious generalization of experience by Judd* — Emphasizes the general nature of learning rather than specific isolated learnings. Opposite of Thorndike's view.

3. *The theory of faculties* — intelligence is merely a matter of training or sharpening the various assumed faculties of the mind.

4. *Spearman's two-factor theory* — Intelligence has two factors, the *g* or general factor, and the *s* or special factor. The *g* and *s* combine to constitute the total activity. This theory was amplified by Holzinger to include group factors, called the bi-factor method.

## TYPES OF INTELLIGENCE

1. mechanical 2. social 3. abstract—the ability to grasp and use ideas.

## TYPES OF MEASUREMENT EMPLOYED IN EDUCATION

### 1. Oral

### 2. Written

#### a. Informal (non-standardized)

- (1) Traditional (essay type)
- (2) Objective (new-type)

#### b. Formal (standardized)

- (1) Achievement
  - (a) General (survey)
  - (b) Specific (diagnostic, practice, etc.)
- (2) Intelligence
  - (a) General (individual and group)
  - (b) Specific (aptitude or prognosis)

#### (3) Character and personality

## CHARACTERISTICS OF SATISFACTORY MEASURING INSTRUMENT

1. *Validity* — the degree to which the test or other measuring instrument measures what it claims to measure. In a word, validity means truthfulness.

2. *Reliability* — the degree to which the test agrees with itself; the extent to which two or more forms of the same test give the same results, or the same test to give the same results when repeated. In a word, reliability means consistency.

3. *Usability* — the degree to which the test or other instrument can be successfully employed by classroom teachers

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#### TYPES OF OBJECTIVE TESTS

1. *Recall type*
  - a. Simple-recall
  - b. Completion
2. *Recognition types*
  - a. More common:
    - (1) Alternative-response
    - (2) Multiple-choice
    - (3) Matching
  - b. Less common
    - (2) Identification
    - (1) Rearrangement
    - (3) Analogy
    - (4) Incorrect statement

#### MEASURES OF AVERAGE OR CENTRAL TENDENCY

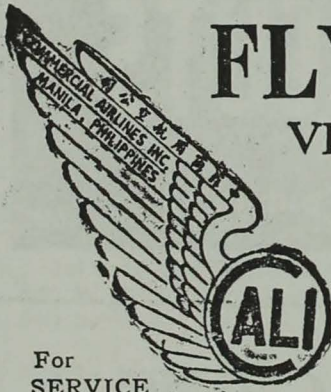
1. *Mode*—the commonest score in a group.
2. *Median*—the mid-point in a distribution, or that point which divides the distribution into halves.
3. *Mean*—the arithmetic mean or average of the scores.

#### MEASURES OF VARIABILITY OR SCATTER

1. *Range* — distance between the highest and lowest score.
2. *Quartile deviation*—one half of the distance between the first and third quartiles.
3. *Standard deviation* — the square root of the mean of the squares of the deviations of the scores from their mean.

#### MEASURE OF RELATIONSHIP

1. *Coefficient of correlation*—the relationship between two or more series of test scores or other quantitative data.



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**PRESIDENTIAL . . . (Continued from page 27)**

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12. Congressmen Perfecto of Catanduanes: H. No. 242, fixing the minimum salary of public school and private school teachers at P120 a month.

13. Congressman Roy of the 1st district of Tarlac: H. No. 294, fixing the salaries of teachers in Manila at P1440 per annum and in the provinces and other chartered cities at P1200 per annum. The positions in the education-

al service are to be re-allocated so that no teacher, principal, and supervisor will receive higher salary than his immediate superior.

All of the foregoing bills (Items 2 to 13 above) were summarized and re-introduced as H. No. 662, sponsored by the same authors of these bills, with the following provisions:

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b. The period from Dec. 8, 1941 to the time of reinstatement on or before July 4, 1946, shall be counted in computing the length of services; and

c. Any teacher facing charges of collaboration shall not be entitled to the benefits of this law until and unless exonerated or acquitted therefrom.

(To be continued on the next issue)

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