Table of Contents

PART I-INTRODUCTION

1	The Nature and Function of Psychology in Educa	tíon	3
	Interest in Human Behavior Attempts to Explain Human Behavior Psychology and Human Development	3 5 6	
	Human Development and the Educative Process	11	
	PART II—HUMAN DEVELOPMENT DURING THE FIRST TWO DECADES		
2	The Fundamentals of Human Development		19
	General Nature of Growth and Development The Impact of Biological Inheritance	19 23	
	Environmental and Cultural Influences upon Hu- man Development	27	
3	Physical, Mental, and Emotional Development		35
	Physical Growth and Development The Development of Mental Abilities The Development of the Emotions	35 42 50	
4	Personal and Social Development during Childh	ood	59
	The Child's Developing Personality The Development of Life-Sustaining Activities The Development of Language Skill The Development of Thinking and Reasoning The Child and His Emotions The Meaning and Functions of Interests and Atti-	59 63 64 67 71	
	tudes The Child as a Social Human Being	79 82	
_			
5	Personal and Social Development during A lescence	rgo-	93
	Personal Needs of Adolescents Social Development of the Adolescent	93 97	
	- · · · · · · · · · · · · · · · · · · ·		vii

V111	Cont	onte
VIII	COM	CHIC

	Boy-girl Relations during Adolescence	103 109	
	Vocational Problems of Adolescents	117	
	PART III-ADJUSTMENT IN TEACHING AND LEA	RNING	
6	The Dynamics of Human Behavior and Learnin	ng	125
	The Why of Human Behavior Importance of Human Drives and Urges Urges Associated with Biological Needs Social Drives and Urges The Motivating Process Goals and Human Behavior	125 126 128 132 138 141	
7	Personal and Social Bases of Adjustment		147
	Impact of Needs on Individual Adjustment Conditions That Create Frustration Conditions That Create Conflict Adjusting to Frustration and Conflict Impact of a Handicap on Learning	147 148 153 156 166	
8	Adjustment through the Development of Self- Discipline		174
	Behavior Difficulties of Young People Causes of Behavior Difficulties Problems Associated with the Development of Self-Control	174 180 191	
	The Teacher and the Development of Self- Discipline	196	
	PART IV-THE EDUCATIVE PROCESS		
9	Learning: Principles, Theories, and Transfer Vo	lues	211
	Essential Characteristics of the Learning Process Sensory and Perceptual Aspects of Learning Various Explanations of the Learning Process Connectionism in Learning Learning as Conditioning Learning as Gestalt Organization Functionalism Integrating Learning through Transfer	211 219 225 227 230 233 235 236	
10	Retention and Effective Study in Learning		245
	Retention in Learning Forgetting as a Factor in Learning Developing Habits of Effective Study	245 247 251	

11	The Acquiring of Skill Competence		266
	The Acquisition of Motor Control	266	
	Early Motor Development	267	
	Learning and Skill Competence	272	
	Acquiring Skill in Expression	281	
12	Thinking and Problem-Solving		289
	Conceptual Learning	289	
	Language and Conceptual Learning	295	
	Thinking in the Learning Process	302	
	Problem-Solving	310	
13	Individual Differences in Learning		322
	Ability Differences among Learners	322	
	Readiness for Learning	330	
	Specific Plans for Meeting Individual Differences	335	
	Meeting the Problems of the Mentally Retarded	344	
	Meeting the Problems of the Gifted	349	
	PART V-EVALUATING AND REPORTING		
14	The Study of the Learner in the Classroom		361
	Importance of Studying Pupil Characteristics	361	
	Teacher Responsibility for Studying Learners	366	
	Teacher Observation of Learner Behavior	367	
	Some Commonly-Used Study Approaches	376	
	Anecdotal Records	376	
	Autobiographical Sketches	380	
	Sociograms	382	
	Oral Recitations and Quizzes	382	
	Individual and Group Projects	385	
	Learners' Notebooks, Reports, and Themes	385	
	Creative Expression of Learners Pupil-Teacher Interviews	387 390	
	Tupii-Teacher Interviews	390	
15	Functions and Techniques of Evaluation		394
	Basic Principles of Evaluation	394	
	Tools of Evaluation	397	
	Standardized Tests, Scales, and Inventories	398	
	Techniques of Personality Evaluation	405	
	Projective Techniques	409	
	Situational Tests	412	
	Observational Evaluation	413	
	The Interview	416 417	
	The Case History	417	

16	Interpretation of Learner Progress		421
	Using Standardized Achievement Tests Use and Misuse of Evaluation Techniques Understanding of Simple Statistics Frequency Distribution Measures of Central Tendency Spread of Scores Relationship among Data (Correlation)	421 424 427 427 434 438 440	
17	Appraisal and Reporting of Pupil Progress		447
	Functions of Classroom Tests and Examinations Bases of Evaluating Pupil Progress Value of Cumulative Records Reporting Learner Progress New-Type Report Forms Letters as Reports to Parents Parent-Teacher Conferences Self-Rating by Parents Factors of Importance in Promotion	447 450 456 458 460 460 466 472 474	
	PART VI-THE ROLE OF THE TEACHER IN EDUC.	ATION	
18	Development of Teaching Effectiveness		481
	Broadening Concepts of Teacher Preparation Personal and Professional Growth of the Teacher The Service Activities of the Teacher Need for Professional Self-Appraisal	481 487 491 498	
19	Adjustment Aspects of Teaching		503
	Personal and Social Adjustment of the Teacher Importance of Teacher-Pupil Relationships Teacher-Co-worker Relationships Aspects of Teacher Maladjustment Preservation of Mental Health Value of Satisfaction in Teaching	503 507 509 511 515 520	
20	Teacher Counseling and Learner Adjustment		524
	Adjustment Problems of the Learner Psychological and Educational Aspects of Coun-	524	
	seling Personnel of School Guidance Services The Guidance Role of the Teacher	530 542 545	
	Appendix (Recommended Films)		551
	Author Index		561
	Subject Index		565