

Table of Contents for Volume 1

CHAPTER	PAGE
I. INTRODUCTION: THE SCOPE OF EDUCATIONAL PSYCHOLOGY	3
Characteristics of Educational Psychology in the Past	3
Characteristics of Educational Psychology Today	4
The Province of Educational Psychology	9
Relation of Educational Psychology to Schools or Systems of Psychology	11
Questions and Exercises	14
General References	15
 II. THE DEVELOPMENT OF BEHAVIOR: INTRO- DUCTORY	 17
Behavior at Birth	17
Some Characteristics of the Course of Development of Behavior	20
Learning and Growth	23
Maturation and Training in Relation to Mental Operations	32
Some Further Characteristics of the Development of Behavior	35
Summary	40
Questions and Exercises	43
General References	44
References Cited in the Text	45
 III. PHYSICAL AND MOTOR DEVELOPMENT	 48
Growth in Height and Weight and Bodily Proportions	48
Motor Development	54
Interrelations of Motor Abilities	63
Relation Between Mental and Motor Abilities	64
Motor Development and Play Activities	66
Summary	73
Questions and Exercises	76
General References	78
References Cited in the Text	79

CHAPTER	PAGE
IV. EMOTIONAL DEVELOPMENT	82
Anger	91
Fear	95
Pleasure	103
Affection	109
Laughter and Humor	111
Summary	112
Questions and Exercises	116
General References	118
References Cited in the Text	119
V. DEVELOPMENT OF SOCIAL BEHAVIOR	122
Individual Differences in Social Response	131
Relative Potency of "Positive" and "Negative" Social Responses	138
Sympathy	139
Friendship	142
Resistant and Aggressive Behavior	145
Competition	148
Leadership	151
The Effect of Various Educational Procedures on Social Behavior	155
Summary	159
Questions and Exercises	164
General References	166
References Cited in the Text	167
VI. MENTAL DEVELOPMENT	173
Sensory and Perceptual Development	177
Memory	181
Capacity for Sustained Attention	184
Language Development	185
Contents of Conversations and Discussions at Various Age Levels	192
Development of Concepts and Reasoning	193
Daydreams and Dreams	205
Moral Concepts	213
Summary	215
Questions and Exercises	218
General References	220
References Cited in the Text	221

CHAPTER	PAGE
VII. THE NATURE AND MEASUREMENT OF INTELLIGENCE	225
Typical Tests of Intelligence	225
Mental Age and Intelligence Quotient	233
Statistical Analyses of the Nature of Intelligence	234
A Preliminary Definition of Intelligence	236
Influence of Nature and Nurture on Individual Differences in Intelligence	238
Summary and Conclusions	250
Questions and Exercises	252
General References	253
References Cited in the Text	254
VIII. THE PRACTICAL USES OF INTELLIGENCE AND OTHER APTITUDE TESTS	256
The Range of Individual Differences in Intelligence	256
Intelligence and Scholastic Achievement	258
Intelligence and Particular School Subjects	262
Intelligence and Vocational Success	263
Intelligence and Social Adaptability and Leadership	267
Intelligence and Moral Adjustments	268
Conclusions	270
Special Abilities and Disabilities	271
Prognosis Tests	277
Summary	281
Uses of Intelligence Tests and Aptitude Tests	282
Questions and Exercises	291
General References	293
References Cited in the Text	293
IX. THE GENERAL NATURE OF LEARNING—I	295
Needs and Opportunities for Learning	296
Definition of Learning	299
Learning and Maturation	301
Process of Learning	306
Intent to Learn	309
Motivation	311
Summary	318
Questions and Exercises	320
General References	322
References Cited in the Text	322

CHAPTER	PAGE
X. THE GENERAL NATURE OF LEARNING—II	324
An Outline of the Learning Process	324
The Law of Effect	327
Learning as Goal-Directed Activity	328
Insight	331
Organization in Learning	335
Differentiation and Integration	337
The Importance of Relationships	340
Summary	341
Questions and Exercises	344
General References	346
References Cited in the Text	347
XI. PRINCIPLES OF GUIDANCE IN LEARNING—I	349
Principles of Guidance in the Acquisition of Skill	350
Essentials for Continued Improvement of Skill	357
The Value of Verbal Methods of Tuition	362
The Learning Curve	364
Summary	372
Questions and Exercises	373
General References	375
References Cited in the Text	376
XII. PRINCIPLES OF GUIDANCE IN LEARNING—II	377
Principles of Guidance in the Acquisition of Verbal Abilities	377
The Influence of Success or Failure	394
Retention after Verbal Learning	404
Summary	416
Questions and Exercises	418
General References	420
References Cited in the Text	420
INDEXES	425