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Let's Psychologize on the Curriculum

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LET'S PSYCHOLOGIZE ON THE CURRICULUM

LYLE K. HENRY

It is generally believed that psychology has made a significant contribution to teaching methods. Can not the psychologist be of service in determining *what* is to be taught as well as in determining *how* teaching methods can be improved?

While there are exceptions, to be sure, the typical public school and college, excellent as they are, continue to follow the time-honored precedent of teaching this year the same material that they taught last year. In many respects our course of study has not kept pace with changing conditions nor has it been adjusted to the findings of respectable experimental research.

The writer contends that factors such as the following should be considered in improving the course of study of the public schools: How to study; More emphasis on developing a technique of reasoning and less emphasis on memorizing data; Build for physical excellence through medical supervision and regular health exercises; Vocational and educational guidance through psychological testing and counseling; Teach the tool subjects as a means instead of an end; Provide opportunity for the development of skill and self-expression through arts or crafts.

OSKALOOSA, IOWA.

ARE THERE TYPES OF LEARNING AND THINKING THAT ARE FUNCTIONALLY DISTINCT, AND IF SO, WHAT?

ROBERT LEEPER

The field covered by the concepts of learning and thinking is so extensive, and includes such a diversity of concrete material, that it would be very surprising if all could be covered by the same explanatory subject matter. If the field is heterogeneous, effective research on learning and thinking is contingent upon the classification of these materials into functionally distinct groups. Relatively little attention has been paid to this problem, however, and much of the discussion that has existed has been patently superficial