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The Influence of the Rhetorical Question on Learning

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THE INFLUENCE OF THE RHETORICAL QUESTION
ON LEARNING

E. O. FINKENBINDER AND JOHN E. SCHALK

(*ABSTRACT*)

Two college classes of 45 students were given two sets of materials, each set presented to one group of students with rhetorical questions inserted and to the other group without rhetorical questions. The average value to learning of the questions inserted was 17%.

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A SCHEMATIC CLASSIFICATION OF GENERAL
PSYCHOLOGY

CHRISTIAN A. RUCKMICK

The elementary student is usually bewildered by the presentation of technical names which are used to describe the various branches of elementary psychology. Very often he cannot easily distinguish between differences in *points of view*, *methods of approach* and *fields of activity*. In a previously published article an attempt has been made to clarify the situation on the subject of *method*. The same thing has here been attempted for the subdivisions of psychology.

A chart has been prepared which shows the historical development of psychology into various branches on both the theoretical and experimental sides so that any given course of study can be traced by a sort of linear descent through the chart. Just as charts ordinarily help the student in obtaining a clear and lasting impression of the learning process, facts of visual sensation, or the structure of any sense organ, in the same way a chart representing the whole subject matter of psychology does much to orientate a student through a general course or any given special course in the subject. In addition it has the useful function of drawing the student's attention not only to the multifarious activity