tion is undoubtedly authentic and definitely fixes the date for the formal adoption of the organized system as a system. Our data show that in 53 institutions a formal Honor System was the result of the initiative from the students, and in 45 from the initiative from the faculty. There are 5 institutions that have given up the practice but the others find it holding its own and growing in favor. An authority from Princeton states: "I do not know of anything in the history of the University which has had more extensive or more gratifying results, or which has been less open to criticism in its operation."

It is interesting to note that of the 85 institutions requiring a pledge 30 require the double obligation to report on other students. In scope the different pledges include examinations, written reports, reserve books in the library, conduct, recitations, paying debts, stealing, sub rosa fraternities, and in one institution gambling, drunkenness or drinking in public places. The administrative councils are usually composed of students and in 20 institutions these councils have final jurisdiction. In only 26 institutions is the instructor required to be present during the examination while in the others he is requested not to be present or it is optional with him. In 8 institutions there has been no violation since installation, and the others, with few exceptions, report from 1 to 4 cases per year.

The code of collegiate honor in American Colleges and Universities is superior to that generally accredited.

Swarthmore College.

BIRD T. BALDWIN.

WHAT ARE THE NORMAL SCHOOLS AND TRAINING CLASSES DOING TO MEET THE NEWER DEVELOPMENTS IN EDUCATIONAL PSYCHOLOGY AND WHAT ARE THEIR POSSIBILITIES?¹

I. FEATURES OF THE PRESENT STATUS IN NEW YORK STATE.

1. In only two institutions do the teachers attempt any independent investigation.
2. There is a general complaint about the lack of a text-book of proper scope and point of view.
3. There is a general desire to increase the time given to psychology over the present average (100 periods).

¹Summary of report prepared for the Normal and Training Class Section of the New York State Teachers' Association, 1913. A detailed study of the teaching of educational psychology in normal schools was presented by the writer before this Association in 1909. See Proc. 64th Annual Meeting New York State Teachers' Association, *Education Department Bulletin, State of New York*, No. 483, November, 1910, pp. 215-240; also Report of the Committee of the American Psychological Association on the Teaching of Psychology, *Psy-*

4. Some training-class teachers would like to be less restricted by the state syllabus and the state examinations.

5. Psychology seems almost invariably to arouse the interest of the students.

6. The text-book in commonest use can not be endorsed as a psychology; almost no use is made of the most recent and probably most valuable texts.

7. There is decided variation in the distribution of time to the various topics, *e. g.*, central nervous system gets as low as one and as high as twenty periods; learning, habit and the educative process from two to twenty periods.

8. There is seemingly a tendency away from the slavish use of the text as a basis for formal recitations.

9. No institution has any regular plan for securing lectures by persons outside its own faculty.

10. Commonly 75 per cent. of the time of the class is taken up in class discussions.

11. Demonstrations by the teacher are rare and experiments conducted by students are still rarer (with the conspicuous exception of the Brooklyn Training School).

12. Only half those reporting make any use of printed or mimeographed outlines, quiz-lists and similar helps.

II. GENERAL COMMENTS

1. Educational psychology is in the making. A live teacher wants to participate. A normal-school instructor should have opportunity to prosecute at least minor researches.

2. Teachers should become acquainted with the most recent text-books and meet the difficulties by supplementary lectures, outlines, etc. Psychology is intrinsically difficult so that extreme simplification in the text-book may do violence to facts.

3. One hundred periods is time enough for elementary educational psychology when skillfully used. Suggestions follow.

4. The state syllabus is not above criticism, though doubtless helpful to many in the Training Classes. The state examinations in psychology are likewise open to criticism, but they show improvement during the last half-dozen years.²

5. Many topics which are cardinally important for general psychology. *Monog.*, No. 51, Vol. XII, April, 1910, pp. 2-40. The present status in New York State institutions does not differ appreciably from the situation described in this previous report, as has been ascertained by obtaining reports from four normal schools, nine training schools and four training classes by the circulation of the same printed list of questions employed in 1909. Accordingly, this paper is limited (1) to calling attention to certain features in the present status, (2) to proffering general comments on these features, (3) to offering constructive suggestions for the introduction of experimental work and (4) to supplying a list of references for this work.

²For an earlier criticism see *Journal of Pedagogy*, Vol. 19, 1907, pp. 78-89.

chology may be omitted in courses for teachers. Thus, the nervous system is not psychology, but anatomy and physiology, and deserves only incidental treatment. The educative processes, learning, habit and the nature of training are the central topics for educational psychology. One teacher gives only two periods to learning and habit and ten to emotion and feeling!

6. A course in school hygiene (about 30-40 periods) ought without fail to be offered in every institution for the training of teachers. In this course should be included problems like testing the senses, fatigue, mental hygiene, etc., now attempted by some in psychology.

7. I believe a system of lectures by members of other institutions would be beneficial to teachers and students of both institutions. The live teacher ought to know what is being said and done by his colleagues. The summer sessions of the universities should be of help here.

8. A reduction of the time given to class-discussion will effect economy without serious loss. This device is valuable, but may be overdone.

9. There is lack of effort to get students to 'psychologize.' Before you can observe others intelligently, you must get acquainted with your own mental processes.

10. In my judgment the most conspicuous failure to realize the possibilities in teaching psychology is the well-nigh total lack of attention to the experimental movement, including experimental pedagogy, to which might be added the failure to make use of current periodical literature. The work done at New York and Brooklyn shows that, even within your time-limits, experimental work can be added. In the endeavor to be helpful as well as critical I have prepared the following list of suggestions.

III. SUGGESTIONS FOR THE CONDUCT OF EXPERIMENTAL WORK IN COURSES FOR TEACHERS, EITHER AS DEMONSTRATIONS, CLASS AND HOME EXERCISES OR LABORATORY EXERCISES

A. Worth attempting

1. Testing visual acuity
2. Testing color-blindness
3. Testing auditory acuity
4. Testing pitch discrimination
5. Range of voice
6. Range of visual attention (tachistoscope)
7. Range of visual apprehension (can be done as class experiment by cards like Dallenbach's)
8. Spot-pattern test

9. Form-board (tactual method)
 10. Reading, speed test with complicated text
 11. Simultaneous disparate activities
 12. "Aussage" test (Binet' card, peasant room, after Winch, "Children's Perceptions")
 13. Uncontrolled association
 14. Controlled association (opposites, part-wholes, etc.)
 15. Speed and accuracy of computation
 16. Mirror-drawing (learning by trial and error)
 17. Making and breaking habits (home experiment)
 18. Substitution test (learning by repetition)
 19. Memory-span for digits, various methods
 20. Logical memory
 21. Ideational types
 22. Ink-blot (passive imagination)
 23. Word-building
 24. Ebbinghaus completion test (useful also in written quizzes)
 25. Analogies
 26. Interpretation of fables
 27. Vocabulary test
 28. Range of information
 29. DeSanctis tests
 30. Binet tests
 31. Courtis' arithmetic tests
 32. Handwriting scales (Thorndike, Ayres, Starch)
 33. Hillegas scale of English composition
 34. Analysis of errors in spelling
- (Material for these 34 experiments costs under \$150.)

B. Of Doubtful or Occasional Worth

1. Fatigue by dynamometer or ergograph
2. Optical illusions
3. Various anthropometric tests
4. Color mixture, color contrast, after-images, etc.
5. Esthesiometer (as used in testing fatigue)

C. Not Advised

1. Blind spot
2. Peripheral vision
3. Cutaneous spots
4. Weber's law
5. Discrimination of pressure, lifted weights, brightness, etc.
6. Reaction time
7. Pulse, respiration, blood pressure, etc.
8. Upper and lower limits of hearing

- 9. Visual space perception
- 10. Any work with nervous system

IV. SOURCES OF INFORMATION FOR CONDUCT OF EXPERIMENTS ADVISED

A. Texts

E. Meumann, *Vorlesungen zur Einführung in die experimentelle Pädagogik* 2d ed., Leipzig, 1911 et seq.

C. S. Myers, *A Text-Book of Experimental Psychology*. London, 1909.

R. R. Rusk, *Introduction to Experimental Education*. London, 1912.

D. Starch, *Experiments in Educational Psychology*. New York, 1911.

G. M. Whipple, *Manual of Mental and Physical Tests*. Baltimore (2d edition in preparation).

B. Periodicals

The following list, which could be extended to advantage for many institutions, would seem indispensable for successful teaching of psychology in normal and training schools.

1. American

American Journal of Psychology

Archives of Psychology (selected numbers)

Educational Psychology Monographs (selected issues)

Journal of Educational Psychology

Pedagogical Seminary

Psychological Bulletin

Psychological Clinic

Psychological Monographs (selected numbers)

Psychological Review

Training School Bulletin (Vineland)

2. Foreign

Archives de psychologie

British Journal of Psychology

Journal of Experimental Pedagogy and Training College Record

Zeitschrift für angewandte Psychologie

Zeitschrift für experimentelle Pädagogik

GUY MONTROSE WHIPPLE.

Cornell University.