

**PSYCHOLOGY  
APPLIED TO  
EDUCATION**

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Psychology applied to education by Gabriel Compayré & William H. Payne

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**GABRIEL COMPAYRÉ & WILLIAM H. PAYNE**

**PSYCHOLOGY  
APPLIED TO  
EDUCATION**



WRITINGS OF GABRIEL COMPAYRÉ

TRANSLATED BY

WILLIAM H. PAYNE, PH.D., LL.D.

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THE HISTORY OF PEDAGOGY

WITH INTRODUCTION AND NOTES

LECTURES ON TEACHING

WITH INTRODUCTION AND NOTES

PSYCHOLOGY APPLIED TO  
EDUCATION

WITH INTRODUCTION AND NOTES

OTHERS IN PREPARATION

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# PSYCHOLOGY

## APPLIED TO EDUCATION

BY

GABRIEL COMPAYRÉ

DEPUTY, DOCTOR OF LETTERS, AND RECTOR OF THE  
ACADEMY POITIERS

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CHANCELLOR OF THE UNIVERSITY OF NASHVILLE, AND PRESIDENT  
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## TRANSLATOR'S PREFACE.

Monsieur Compayré himself no longer needs an introduction to the American educational public, for his books have been as extensively read and appreciated in this country as in France. With the possible exception of Page's *Theory and Practice of Teaching*, Compayré's *History of Pedagogy* has probably had more readers than any other educational work published in this country within the last ten years. This book marks an epoch in the professional literature of teaching, for it has created a taste and a place for the historical study of education which are likely to remain as a permanent endowment of the teaching profession.

Breadth of view, sobriety of judgment, critical insight, and perspicuous statement, are the sterling qualities that pervade all of M. Compayré's books. They bear evidence of wide reading, and at the same time of originality taken in its best sense,—the assimilation of material drawn from a wide field of exploration and the creation of an organic whole by the processes of independent thinking. Such books are valuable, not only for the light they throw on the art of teaching and educating, but for their wholesome stimulus to personal reading and reflection.

Mr. Bain is doubtless right in saying that the largest chapter in the science of education is psychological; but as Psychologies are usually written there is much in them which is not convertible into guidance for the teacher's use. A mere cyclopædia of mental science, written by an analyst who makes an exhaustive description and classification of mental phenomena, is practically useless for teachers who are in search of light and help in their art. For this purpose the mind must be conceived, not as an inert object to be dissected, but as a living organism manifesting the phenomena of assimilation and growth. The teacher needs

to know, in their proper function and sequence, the major movements of the mind as it is engaged in the act of learning. This, in the main, is M. Compayré's mode of interpreting psychology, and to this is due, in its mode of treatment, the peculiar excellence of this manual. In its statement of doctrine and application it is profound without being obscure, and simple without being commonplace. There are thousands of teachers who have neither the taste nor the leisure to master the details of educational science, nor even to read the profounder treatises on the science and art of teaching, but who are sincerely anxious to find a rational basis for their art; and for all such I know of no book that I can commend so heartily as Compayré's *Psychology Applied to Education*.

I have ventured to supplement the original work of M. Compayré by adding Chapter XV., in which I have attempted to present a synoptical view of the main phases of the mind's activities when engaged in learning. I hope it may serve as an aid in interpreting the preceding chapters, and as a guide to teachers in their subsequent studies. It is a mere outline, and should be accepted as such only.

In the preparation of this book for the press I have been aided at every step by Professor Wickliffe Rose, A.M., of the Peabody Normal College, and I am glad to make this public acknowledgment of his valuable assistance.

W. H. PAYNE.

NASHVILLE, TENN., January 10, 1893.



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