

**EDUCATIONAL PSYCHOLOGY
MONOGRAPHS. NO. 12. CHILDREN'S
PERCEPTIONS: AN EXPERIMENTAL
STUDY OF OBSERVATIONS AND
REPORTS IN SCHOOL CHILDREN**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649546862

Educational Psychology Monographs. No. 12. Children's Perceptions: An Experimental Study of Observations and Reports in School Children by W. H. Winch & G. M. Whipple

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

www.triestepublishing.com

W. H. WINCH & G. M. WHIPPLE

**EDUCATIONAL PSYCHOLOGY
MONOGRAPHS. NO. 12. CHILDREN'S
PERCEPTIONS: AN EXPERIMENTAL
STUDY OF OBSERVATIONS AND
REPORTS IN SCHOOL CHILDREN**

CHILDREN'S PERCEPTIONS

To remove picture, for class room use, tear along this line.



Educational Psychology Monographs

Edited by Guy Montrose Whipple

No. 12

CHILDREN'S PERCEPTIONS

An Experimental Study of Observation and Report in
School Children

By

W. H. WINCH, M. A. (CANTAB)

*External Member of the Board of Psychological Studies of the University of
London; Chairman of the Committee of the Teachers' Guild of Great
Britain and Ireland on Psychological Research in Schools; Lecturer
for the London County Council on Pedagogical Methods in
Schools; Inspector of Schools for the London County Council,
now on leave of absence for purposes of Research
in Experimental Pedagogy.*



BALTIMORE
WARWICK & YORK, Inc.

1914

EDITOR'S PREFACE.

Since the year 1900, when Binet published his well-known volume upon suggestibility, and more especially since the labors of Professor Stern, of Breslau, during the next few years, there has arisen among psychologists a very keen interest in the psychology of testimony, or psychology of report, to use a more general term. The report, or *Aussage*, as the Germans term it, is an account, either oral or written, and either spontaneous or in response to questions, in which a person seeks to describe a scene or narrate an event that he has witnessed. The report, therefore, clearly implies and hinges upon a previous observation. Experiments with reporting are one way of testing the capacity of school children to observe, and previous experiments with school children by these methods have invariably elicited results and conclusions of pedagogical, as well as psychological value.

In the present monograph Mr. Winch has, happily, used not only the general methods of Professor Stern, but also the identical picture which figured so prominently in the original work of Stern and other German investigators. Moreover, the picture has been reproduced and inserted in the volume, so that all readers may compare the work of the English children with the actual test-object, and may use the

picture and the method for repeating this very interesting and profitable experiment upon themselves, their pupils, and others. In the text of the book will be found not only the statistical tables necessary for this comparison, but also actual reports of children of both sexes and of different ages and school grades. In short, the work is designed to encourage and facilitate the actual trial of the experiment by the reader, and should on this account be especially welcomed by teachers and others interested in experimental pedagogy.

Finally, Mr. Winch's results have an immediate bearing upon the vexed problem of the training of observation in children. They serve particularly to clear the ground for the consideration of this problem by showing what children do, and what they do not observe at different stages of their mental development. It is evident enough that we need to know these facts before we can proceed intelligently to formulate a system of exercises for training observation.

G. M. W.

AUTHOR'S PREFACE.

This volume is a research in experimental pedagogy.

In England and in other countries, those whose efforts are creating the new science of experimental pedagogy are inspired by a profound belief. They preach a revolution in education. But what kind of revolution, for we have had many before? Most thoughtful teachers indeed, and not a few educationists, have become a little tired of the fashion-like changes which, from time to time, sweep across the educational field; and, after much dislocation and annoyance, vanish within the limbo of the discredited and the forgotten. The believer in experimental pedagogy preaches another kind of revolution—a revolution in the method of determining educational needs and practices. He holds that, until an educational proposal has been submitted to definite tests under rigorously scientific conditions in the schools themselves, there can be no adequate ground for recommending it for general adoption. He holds also that the teachers should have a share in this work of experimental verification.

There is an increasing number of teachers who are willing—nay, anxious—to carry out scientific psychological and pedagogical experiments in schools,