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EXPERIMENTAL DETERMINATION
OF MENTAL DISCIPLINE IN
SCHOOL STUDIES**

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Educational Psychology Monographs, No. 17. The Experimental Determination of Mental Discipline in School Studies by Harold Ordway Rugg

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HAROLD ORDWAY RUGG

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STUDIES**

Educational Psychology Monographs

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GUY MONTROSE WHIPPLE
No 17.

The Experimental Determination
OF
Mental Discipline in School Studies

BY
HAROLD ORDWAY RUGG, Ph.D. (Illinois)

Instructor in Education, School of Education
University of Chicago



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EDITOR'S PREFACE.

The problem of mental discipline, of determining under what conditions, by what methods and to what extent training received in a given line of mental activity spreads to other lines of mental activity, is acknowledged to be the central problem of educational psychology. The answer that experimental investigation affords to this problem is acknowledged to possess a most significant bearing upon several cardinal problems in education. Thus, for instance, the arrangement of the curriculum, particularly in the high school, the designation of prescribed courses in both high school and college, the selection of methods of instruction in various subjects—all these things depend in part upon what we know about the nature of mental discipline.

Dr. Rugg's monograph claims attention for two reasons especially: (1) it presents in a compact semi-tabular form a valuable and comprehensive summary of all the experimental work that has been done upon formal discipline to date; (2) it presents the results of the author's own investigation, which is conspicuous because it deals with a large number of subjects (students in the University of Illinois), and because it measures the effect upon mental efficiency produced by a course of instruction (descriptive geometry) carried on under regular classroom conditions. The demonstration of a certain degree of transfer of training is of real importance both in educational theory and practice.

G. M. W.

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