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SENSE TRAINING IN CHILDREN**

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THE GENERAL VALUE OF VISUAL SENSE  
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**Educational Psychology Monographs**

**Edited by Guy Montrose Whipple**

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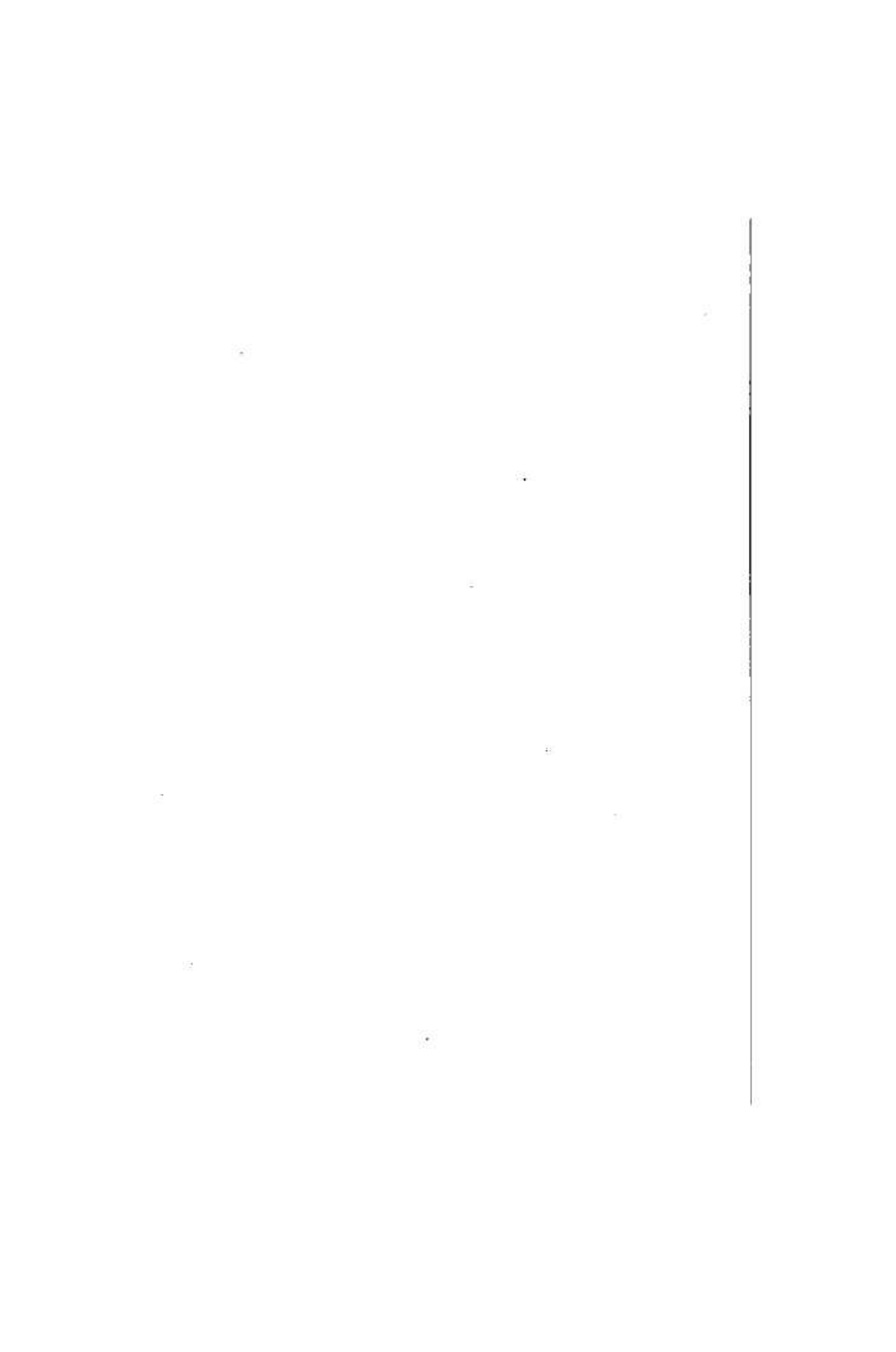
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### EDITOR'S PREFACE

Contributions to the experimental study of the transfer of training (formal discipline) scarcely need either apology or introduction in a period when, despite the considerable amount of investigation, so very much still remains undetermined with respect to the amount of such transfer and the mechanism by means of which it takes place.

The special features of this contribution by Dr. Wang, a Chinese government student at the University of Michigan, lie in the use of school children as subjects and in the use of sense-training as the medium of experimentation. In this latter aspect his study will be particularly welcome from the light it throws upon the issue of sense-training, which is almost a fetish of the adherents of the, at present, so popular Montessori method.

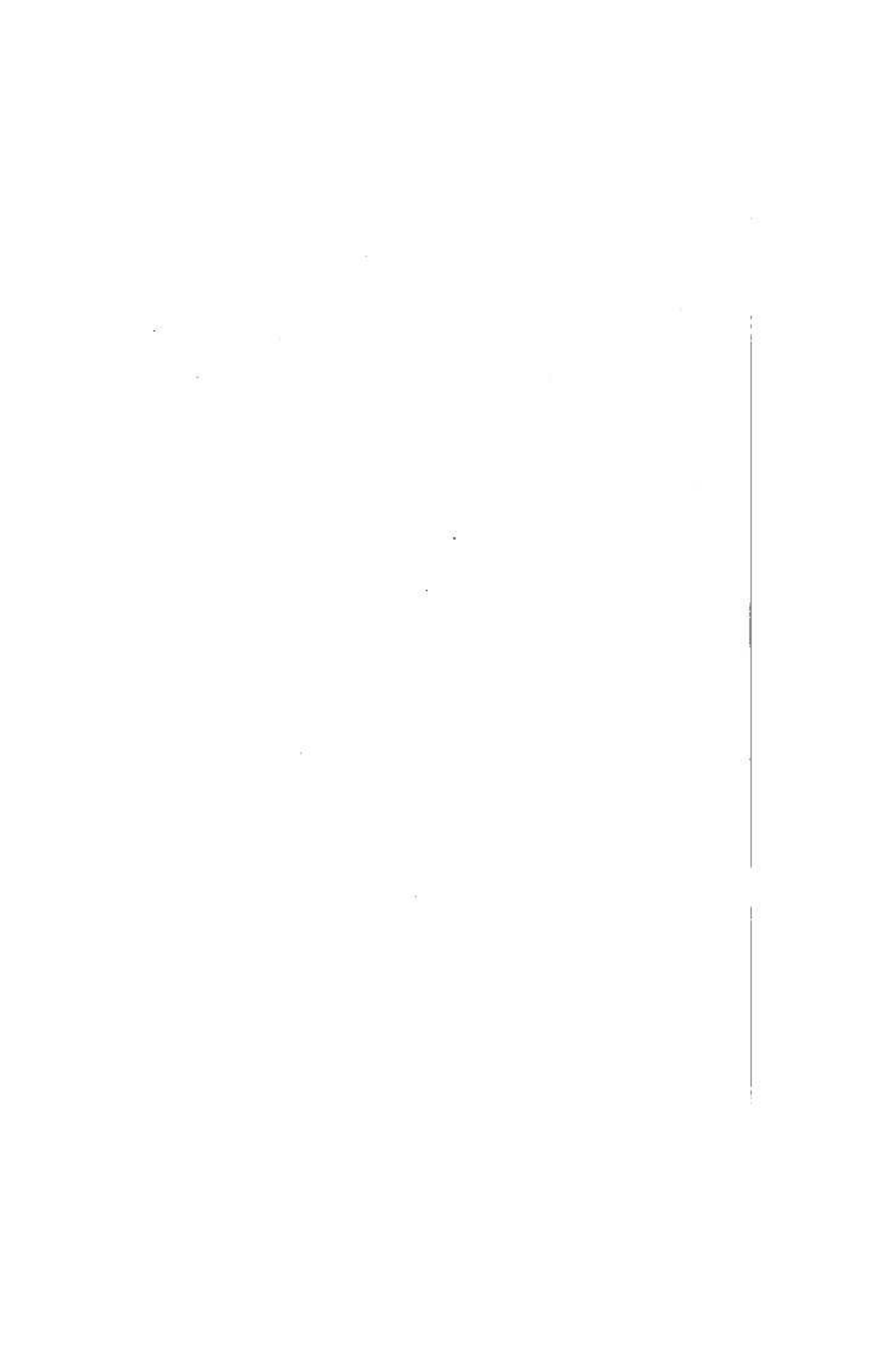
G. M. WHIPPLE.





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## INTRODUCTION

There are two types of disciplinists. There are those of the old type who believe that the mental power developed by the training of one function will benefit equally all other functions. This type is represented by the man who claims that any kind of study, no matter what it may be, will prepare for life, so long as that study is done well. The later type of disciplinist is less sweeping in his claims. He believes that the training of a specific function, such as memorizing poetry, will benefit all other kinds of memories, the general function of memory. This type is represented by the man who advocates studies in schools for the development of the various mental functions: arithmetic develops the power of accuracy; Latin, the power of analysis; sense education, the power of observation. The old type of disciplinist is scarcely to be found among educators of today, but the later type still dominates, in certain respects, the educational world. Many writers have already pointed out instances showing how some of the most prominent educators, both in Europe and America, have overestimated the importance of this type of discipline. Thorndike, Ruediger, Fracker, Winch and others have not only attacked it, but have also demonstrated by experiments the limitations of certain specific functions. These functions are selected from those general functions which we designate as memory, discrimination, or reasoning. The results show that there are many kinds of memories, discriminations and reasonings. One kind of memory, after