Introduction to the scientific study of education

Judd Charles Hubbard
INTRODUCTION TO THE
SCIENTIFIC STUDY OF
EDUCATION

BY

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PREFACE

This book is the result of eight years of experimentation. In 1909 the Department of Education of The University of Chicago abandoned the practice of requiring courses in the History of Education and Psychology as introductory courses for students preparing to become teachers. For these courses it substituted one in Introduction to Education and one in Methods of Teaching. This move was due to the conviction that students need to be introduced to the problems of the school in a direct, concrete way, and that the first courses should constantly keep in mind the lack of perspective which characterizes the teacher-in-training.

In the years that have elapsed since 1909 the conviction has gained almost universal acceptance in normal schools and colleges of education that the History of Education is not a suitable introductory course. Psychology has grown in the direction of a scientific discussion of methodology, and the demand for a general introductory discussion of educational problems from a scientific point of view has often been expressed by teachers in normal schools and colleges. In this period the writer has had frequent opportunity to try out various methods of presenting such an introductory course. The results of this experience are presented in this volume, which is designed as a textbook for students in normal schools and colleges in the first stages of their professional study.
The teacher who uses this book can expand the course to double the length here outlined by introducing schoolroom observation and supplementary reading. The questions and references offered at the end of each chapter and the references in the footnotes are intended to facilitate such further work. A set of questions is given in the Appendix as a guide to classroom observation.

The obligations which the author has incurred in the preparation of the book are numerous. Almost every member of the Department of Education of The University of Chicago has at some time or other given the course to a division of students, and all have contributed suggestions and criticisms with regard to the organization of material. Special obligations should be noted in this connection to Professors J. F. Bobbitt, S. C. Parker, F. N. Freeman, H. O. Rugg, and W. S. Gray. To Professor E. H. Cameron the author is under obligation for suggestions made after reading the manuscript. To the authors and publishers whose works have been drawn upon for extensive and numerous quotations, special thanks are due for courteous permission to use their material. Finally, it is to the students who have from year to year passed through this course that the largest obligation should be acknowledged because of the suggestions which their reactions have given to the writer.

Chicago, Illinois

C. H. J.
CHAPTER V. DELEGATING RESPONSIBILITY FOR CARRYING ON SCHOOLS


CHAPTER VI. THE SCHOOL BUILDING

The building as an evidence of a community’s educational views. Contrasts in plans of rural schools. Contrasts in urban elementary schools. A high-school building of the early type. The hygiene of lighting. The hygiene of ventilation and heating. Hygienic equipment. Relation of equipment to the course of study. Modern school construction and costs. The Gary plan for distributing pupils and enlarging the scope of school work. Requirements to be met when the Gary plan is adopted. The construction of consolidated schools. Comparative statistics. Exercises and readings.

CHAPTER VII. GROUPING PUPILS IN CLASSES

CHAPTER VIII. THE TRADITIONAL CURRICULUM AND ITS REORGANIZATION


CHAPTER IX. SPECIALIZED EDUCATION VERSUS GENERAL EDUCATION


CHAPTER X. EXTENSION OF SCHOOL ACTIVITIES


CHAPTER XI. PRINCIPLES INFLUENCING THE ORGANIZATION OF THE CURRICULUM

CHAPTER XII. INDIVIDUAL DIFFERENCES


CHAPTER XIII. PERIODICITY IN THE PUPIL'S DEVELOPMENT

Recognition of periodicity in present organization. The meaning of infancy. The period before entering school. The primary period of social imitation. The period of individualism. Early adolescence as a period of social consciousness. The new school adapted to adolescence. Later adolescence a period of specialization. The reorganized school system. Exercises and readings.

CHAPTER XIV. SYSTEMATIC STUDIES OF THE CURRICULUM


CHAPTER XV. STANDARDIZATION


CHAPTER XVI. METHODS


CHAPTER XVII. CLASSROOM MANAGEMENT . . . 242


CHAPTER XVIII. SELECTED ADMINISTRATIVE PROBLEMS . . . . . . . . . . . . . . 254

Programs and marks. The total school day. The class period. Physiological fatigue. Conditions like fatigue. Practical precepts based on study of fatigue. Administrative considerations controlling length of the class period. Adjustment of work within the period. Adjustment of credits. The problem of grading. Experiments with grading systems. The study of marks as an introduction to a study of the school system. Exercises and readings.

CHAPTER XIX. PLAY . . . . . . . . . . . . . . 266


CHAPTER XX. HEALTH SUPERVISION . . . . 279


CHAPTER XXI. SCIENTIFIC SUPERVISION . . . 289

Evolution of the demand for supervision. The principal. Other supervisory officers. Lack of public appreciation of central problems. Managerial training in relation to democracy. The purpose of the present discussion. Studies of the community. Selection and management of teachers. Standardization by measurement of

CHAPTER XXII. THE SCIENCE OF EDUCATION

CHAPTER XXIII. PROFESSIONAL TRAINING OF TEACHERS

APPENDIX

INDEX