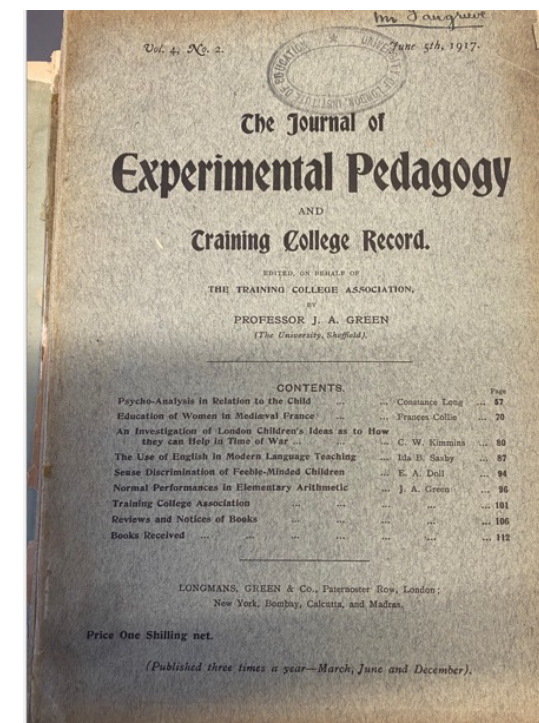


UCL Legacies of Eugenics Project

Journal of Experimental Pedagogy & Training College Record (1908/11-1922) & Forum of Education (1923-1929)

Nazlin Bhimani

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Science



The Four Phases

1908

Training College Record (1908-1910)

Editor: John Alfred Green (1867-1922)
Professor of Education, Sheffield University

1911

Journal of Experimental Pedagogy and Training College Record (1911-1922)

Editor: John Alfred Green
Professor of Education

1923

Forum of Education (1923-1930)

Editor: Charles Wilfred Valentine (1879-1964)
Professor of Education, Birmingham University

1931 -

British Journal of Educational Psychology (1931-)

Editor: Charles Wilfred Valentine until 1956
Professor of Education

Training College Association (1891-1943

when it amalgamated with the Council of Principals to form the Association of Teachers in Colleges and Departments of Education.

British Psychological Society (1901)

Training College Record.

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LONGMANS, GREEN & Co., London, New York, Bombay, Calcutta.

1. Training College Record 1908-1910 Ed. J. A. Green, Prof. of Ed, Sheffield University.

"GENERAL ABILITY" AS AN EDUCATIONAL DATUM.

By T. PERCY NUNN, M.A., D.Sc. (London Day Training College).

PHYSICAL TRAINING IN THE COLLEGES.

By LIEUTENANT F. H. GRENFELL,
Director of Physical Training at Eton College.

THE TEACHING OF HYGIENE IN TRAINING COLLEGES.

By H. H. HULBERT, M.A.(Oxon)., M.R.C.S., L.R.C.P., etc.,
*Lecturer to London Day Training College, Graystoke Place Training College, etc.,
and to the University of London.*

TRAINING COLLEGES AND NATIONAL HEALTH

By SIR LAUDER BRUNTON, M.D., D.Sc., LL.D., F.R.C.P., F.R.S.,
Consulting Physician to St. Bartholomew's Hospital.

THE CULTIVATION OF TASTE IN SCHOOLS.

THE RECORD OF A LESSON AT JENA.

By DR. GODFREY H. THOMSON
(Armstrong College, Newcastle-upon-Tyne).

THE EXPERIMENTAL STUDY OF EDUCATIONAL PROBLEMS IN RUSSIA.

By PROFESSOR J. A. GREEN (Sheffield University).

EXPERIMENT IN EDUCATION.
By PROFESSOR J. A. GREEN.

Slaughter, James W., and John Russell. 'Eugenics and the School'. *Teachers College Record* vol. 1, no. 3 (October 1909): 38–48.

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EUGENICS AND THE SCHOOL.

I.—BIOLOGICAL.

By DR. J. W. SLAUGHTER.

Eugenics is defined in the minutes of the Senate of the University of London as "the study of agencies under social control that may improve or impair the racial qualities of future generations either physically or mentally." It being thus admitted into the sacred fellowship of academic sciences one may consider that nothing more is required for its full and final establishment except the sanction of the public. The usual method of obtaining this sanction is, of course, the utilisation of the Press, but since for special reasons it is desirable that the subject should be understood as well as sanctioned, the only serviceable method is to obtain the interest and assistance of teachers. The science in reality defines a new department of education which differs from the other departments chiefly by reason of the fact that it has some more definite relation to future good. How it is to be taught constitutes the unenvied task of the second part of this paper, the concern here is to ascertain what

II.—EDUCATIONAL.

By MR. JOHN RUSSELL

(Headmaster of the Hampstead School of the King Alfred School Society).

Dr. Slaughter writes as a biologist. I write as a schoolmaster. I address myself to schoolmasters and mistresses of all ages and of all standings; and I plead for their goodwill and good offices in this difficult bit of education. Education, because education fosters the growth of the whole child into the whole man or the whole woman; difficult, because we have been taught that it is unbecoming to talk openly of the sovereign element in human life and the ruling factor in human progress. Sex and the sex-relation, like most other human matters, have their personal and their social aspects. Open discussion of sex-personalities is an outrageous intrusion; open discussion of sex-socialities (if I may venture on such a word) is, in the opinion of many thinkers, one of the most pressing needs of our time.

I do not forget that the schoolmaster is only one of many influences in the education of a child. School, in the biggest sense, is the total environment; and teachers, in the biggest sense, include every element of human intercourse (to say nothing of non-human) from the rough-and-ready practice of home and school and shop to the elaborated idealism of pulpit, press and parliament. We are such stuff as the world makes of us. And as the world makes our environment, so the world has made our heredity, inasmuch as heredity is but the ultimate outcome of a long series of adaptations. Every

2. *Journal of Experimental Pedagogy and Training College Record* 1911-1922 (Ed. J. A. Green)

Education would “approximate a science ... where actual facts can be obtained instead of suppositions, where an experiment can supply evidence on a problem ... and where, in all such cases, statistics and experiments must be used.”

Spearman, Charles. ‘The Way to Develop Experimental Pedagogy’. *Journal of Experimental Pedagogy & Training College Record* 1 (1911): 1-3, 1.

THE WAY TO DEVELOP EXPERIMENTAL PEDAGOGY.

BY DR. C. SPEARMAN,

Reader in Experimental Psychology, University College, London.

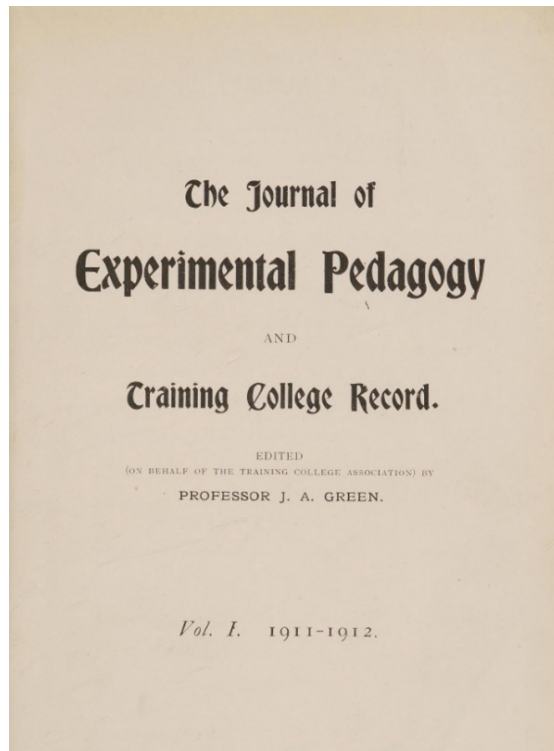
THE present number of this journal issues under new direction and a new name. This re-baptism may be taken as an outward sign of spiritual re-birth.

In embarking upon such an important enterprise, we ought to be very careful that we choose the right route. Voices are still raised in various quarters to warn us that experimental pedagogy has not yet “found itself.” And certainly, there are at least two rival conceptions as to its proper function. According to the one, it should rest above all things upon common sense; it should use, not pedantic jargon, but plain, good English; it should follow, not idle theory, but real experience; it should make tests not phantastically artificial, but thoroughly practical. But according to the other theory, it should be essentially founded on scientific psychology; ordinary language, it is urged, is “plain” to the layman, only because he is untrained in discriminating dangerous equivocalities; right theory is not the absence of experience, but the refinement of it; practicality is not gained but lost by striving for it prematurely. In this sense we may take the remarks of Dr. Myers at the recent meeting of the British Association, when he strongly advocated that scientific investigation presupposes scientific training, and that “mental tests” in lay hands would only lead to fallacious results and discredit of science.

To resolve this conflict of views is just now of considerable urgency. Energetic activity is developing all over the country, to make amends for past dilatoriness; committees are gathering in consultation; money is being raised, and plans organized. It will be serious enough, if later it should turn out that most of this is being diverted into useless and dangerous channels.

Fortunately, we possess, at any rate with regard to the common sense conception, plenty of good evidence as to how it actually pans out. It appears to have been put into practice at every age, and in almost all countries, whether in support of theoretical speculations, or in opposition to them. And at no age have such efforts been more frequent, and their results more easily estimated, than at present. Almost always, they have proved wonderfully freshening both for the teachers and the teaching; new interest has been stimulated; new energy aroused; and new appreciation created. Further, they often appear to have originated distinct improvements of method, either sloughing off obsolete formalities, or introducing useful novelties. On the other hand, while admitting

2. Journal of Experimental Pedagogy and Training College Record 1911-1922 (Ed. J. A. Green)



THE CREATION OF A MEMORY.
BY PROFESSOR E. P. CULVERWELL, Trinity College, Dublin.

TABLE II.—All standards.

Class.	No. of Children.	Av. Mark per Subject.	AVERAGE MARK FOR					
			Reading.	Composi- tion.	Spelling.	Arithmetic.	Drawing.	Manual Training.
A	180	6.6	8.3	7.2	6.2	5.9	6.6	8.0
B	124	6.1	7.6	6.6	5.2	5.0	6.2	8.0
Percentage of B's Marks on A's		91.4	91.5	91.7	84.0	84.8	93.9	100.0

MEASUREMENT IN EDUCATION.
BY DR. P. SANDIFORD, Lecturer in Education, University of Manchester.

THE KINDS OF ATTENTION.
BY JAMES DREVER, M.A. (Edin.); B.Sc. (Lond.);
Assistant to the Professor of Education in the University of Edinburgh, and Lecturer
on Principles, Psychology, and History of Evolution under the Edinburgh
Provincial Committee for the Training of Teachers.

MENTAL PROFILES.
A Quantitative Method of expressing Psychological Processes
in normal and pathological cases.*
BY PRIV. DOZ., DR. MED., G. ROSSOLLIMO (Moscow).

**SOME OBSERVATIONS ON THE USE OF
THE "RECKONING TEST" IN SCHOOL CHILDREN.**
BY GEORGE RUTHERFORD JEFFREY, M.D., F.R.C.P.E., F.R.S.E.,
Senior Assistant, Crichton Royal Institution, Dumfries.

**SOCIAL CLASS AND MENTAL PROFICIENCY IN
ELEMENTARY SCHOOL CHILDREN.**
BY W. H. WINCH.

Breakdown of articles in JEP*

33% Theory and Methods using psychology

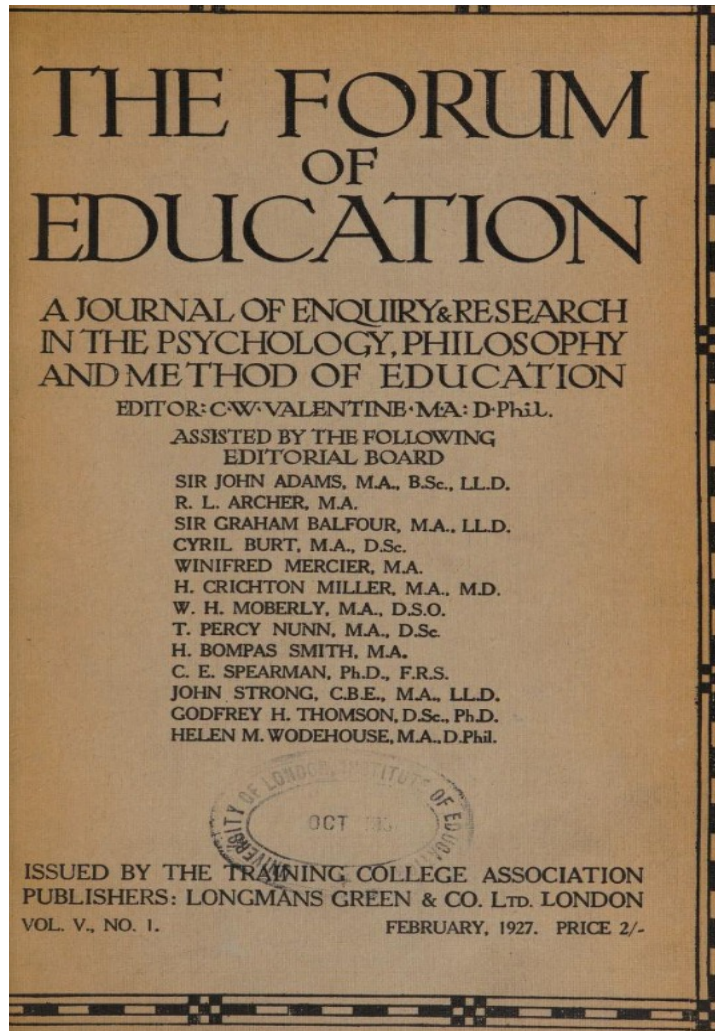
28% Statistical/Experimental Methods on Intelligence & Backwardness

23% Child Psychology incl. psychoanalysis

14% Citizenship/Character/Society

*Thomas, J.B. 'J. A. Green, Educational Psychology and the Journal of Experimental Pedagogy', *History of Education Society Bulletin* 29 (1982): 41–44.

3. *Forum of Education* 1923-1930 (Ed. C. W. Valentine)



Breakdown of articles in the *Forum*

Forum	JEP	
27%	(-6%)	Theory and Methods underpinned by Psychology
40%	(+12%)	Statistical/Experimental Methods for Intelligence & Backwardness
14%	(-9%)	Child Psychology (psychoanalysis)
19%	(+5%)	Citizenship/Character/Society

3. Some article titles in the Forum of Education

Methods

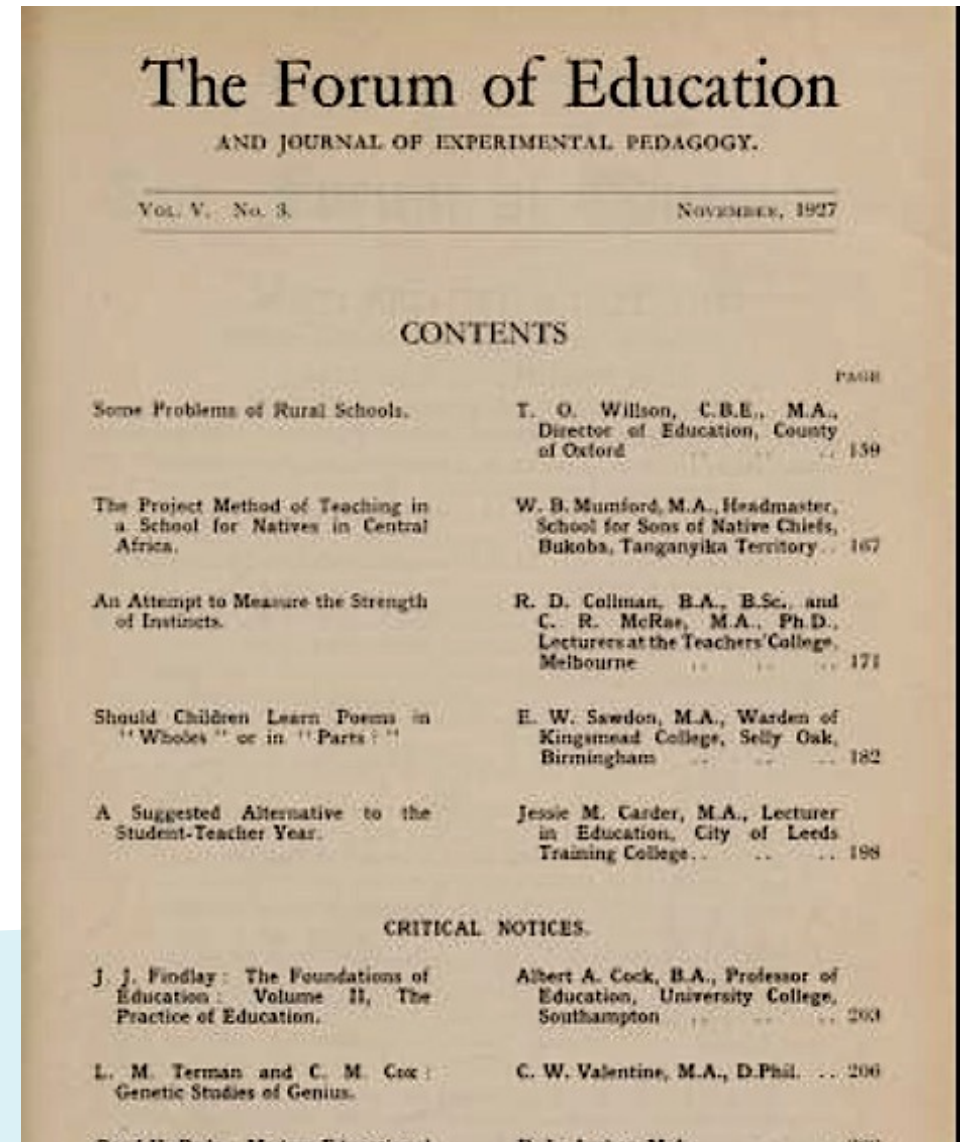
- Methods Confusion in Arithmetic
- The Repetition Compulsion
- Kinds of Attention

Intelligence Testing

- Intelligence of Children in Rural Schools
- Relationship between Temperament and intelligence to Scholastic Ability
- Examinations, Some Effects of Age in Selection
- Intelligence Test, A Statistical and Psychological Investigation

Special Needs

- Left-handedness in relation to Speech Defect, Intelligence and Achievement
- Non-scholastic tests for Backward Children



4. *British Journal of Educational Psychology* (1931 -) (Ed. C. W. Valentine until 1956)

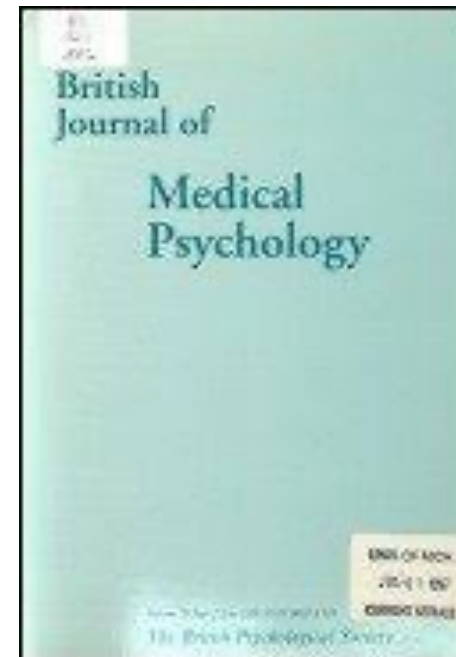
C. W. Valentine, 'The Future of "The Forum of Education"', *Forum of Education* 8, no. 3 (November 1930): 161–62.



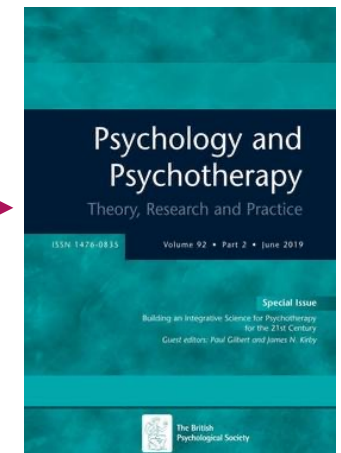
1931-



1904-



1923 renamed the Journal of Psychology and Psychotherapy



Access

UCL Explore

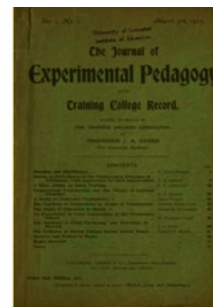
- [Journal of Experimental Pedagogy and Training College Record](#)
- [Forum of Education](#)

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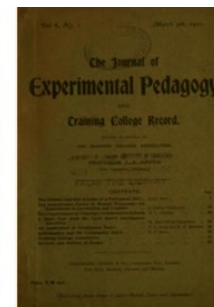
- [Training College Record](#) (only 1908-1909)
- [Journal of Experimental Pedagogy and Training College Record](#)
- [Forum of Education](#)



The Journal of
Experimental Pedagogy



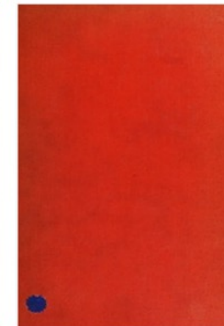
The Journal of
Experimental Pedagogy



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Experimental Pedagogy



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