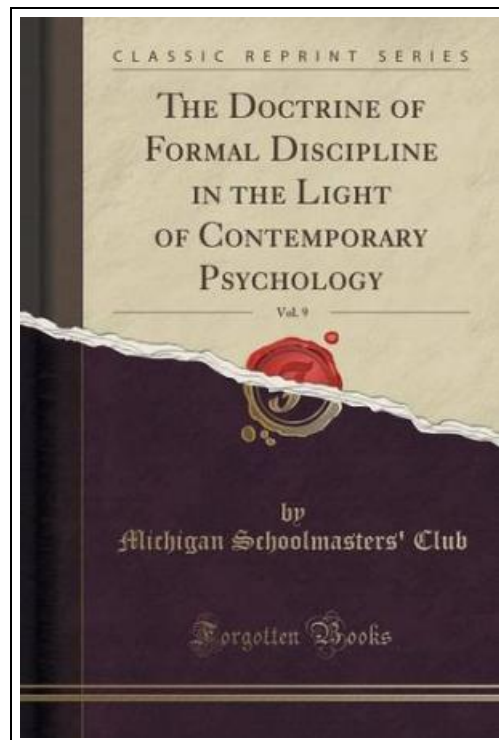


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Forgotten Books, United States, 2015. Paperback. Book Condition: New. 229 x 152 mm. Language: English . Brand New Book \*\*\*\*\* Print on Demand \*\*\*\*\*.Excerpt from The Doctrine of Formal Discipline in the Light of Contemporary Psychology, Vol. 9 (2) Assuming an affirmative answer to the first question, are these specific studies (e.g., the classical) which are peculiarly valuable in this regard; or is any study (e.g. literary criticism) honestly pursued as valuable as any other (e.g. physics)? In short, does the merit consist in the mere drill given by the very fact of persistent concentration, or is there some residual value in the character of the subject-matter studied? These are questions which - theoretically, at least - are capable of something approaching an empirical and experimental solution, and whenever such a solution is feasible, mere theorizing is impertinent. I regard the appeal to the general principles of psychology with which our program begins as justified, chiefly if not wholly, by the possibility of gaining from this source a certain orientation for the entire subject. Sundry details, already in part experimentally determined, will be discust by my colleagues on the program. Let us consider the psychological question raised by the first problem mentioned: i.e., does the conscientious pursuit of any intellectual occupation result in rendering the mind more efficient in all other lines of work? The limitations of time forbid any attempt to discuss adequately the second question. We may at the outset clear the deck of certain possible grounds of misapprehension. That the higher branches of a study like algebra are both logically and psychologically dependent upon the previous mastery of their elementary features is a truism which requires no debate and ought to introduce no confusion into our deliberations. Similarly, the fact that certain studies like physics make use...



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