

Education for the New Century

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ABSTRACT

Much of psychological science is putatively supported by often abstruse and incorrigible data. The consequence is that when we apply such "science," useful and practical consequences are rare. Education, the primary engineering application of psychological science, requires that we repair the science and much of the philosophy of education.

Educational curriculum and policy is often guided by one's conception of how a child's mind develops, and how experience guides this growth. I propose here a new view of the mental growth of the child and a new way to look at mental development. This analysis begins around six months of age and continues in occasionally discontinuous steps until about age 16.

During this interval we devote about 25-30% of a child's life to formal education, and 65% or so of the remaining wakefulness to parental guardianship. This span from birth to age 16 is the domain of our research and its technical consequences. These consequences and the data on which my remarks are based have ramifications beyond public education, on into higher education