The individual in the making, a subjective view of child development with suggestions for parents and teachers

Kirkpatrick Edwin Asbury
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Author: Kirkpatrick Edwin Asbury

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THE INDIVIDUAL IN THE MAKING

A SUBJECTIVE VIEW OF CHILD DEVELOPMENT
WITH SUGGESTIONS FOR PARENTS
AND TEACHERS

BY

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Genetic Psychology, etc.

BOSTON NEW YORK CHICAGO
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TO THE MEMORY OF
THE ONE WHOSE LOVE NEVER FAILED
AND WHOSE BELIEF IN ME WAS
AT EVERY STAGE OF LIFE
A STIMULUS TO ASPIRE
AND ACHIEVE
THIS VOLUME IS
AFFECTIONATELY DEDICATED
BY THE AUTHOR
PREFACE

In a recent work, "Genetic Psychology," the author has discussed the general principles governing the development of behavior and mind in animals and in the human race, giving special prominence to the objective facts. In this volume it is proposed to discuss the development of individual human minds only, and chiefly from the subjective point of view.

This volume is contrasted with the author's earlier book, "Fundamentals of Child Study," by its attempt to trace the development of a child's mind as a whole through various stages instead of discussing separately the various instincts and other phases of child-life. In other words the author attempts, figuratively speaking, to drive a twenty-four-horse team abreast, instead of first leading one, then another, over the course. The need that this shall be done is so great that the author attempts it, although he realizes that complete success can scarcely be expected at the present stage of the science.

The educator like the mariner needs a chart by which he may guide the child into the most favoring channels and past the most serious dangers that are found in each stage of development from childhood to maturity. The author cannot claim that the correctness of this incomplete chart of human development has been scientifically demonstrated. He can only say, that after a score of years spent in studying children, and much opportunity for observing various methods of teaching, he believes that the descriptions and suggestions herein given lead toward the truth. The ideas expressed are not given as final truth for the guidance of psychologists
and educators, but as a formulation of facts and principles to be corrected and completed by further scientific investigations and tested by practical educational experience.

The attempt has been made to make the treatment as scientific as the present state of knowledge will admit, and yet to make it sufficiently clear and concrete to be readable.

Part One is designed to give the genetic point of view, and present the general principles of development. Part Two, treating of stages of development, will be of interest to both parents and teachers, while Part Three especially concerns teachers. It is hoped that the work is sufficiently concrete and specific to be of interest and value to parents and teachers who have not received much training in psychology. It will be of most value, however, to those who have given considerable study to the subject, and have had a good deal of experience with children. For the benefit of those desiring to make a more extensive and thorough study of the topics from various points of view, a number of references are appended at the close of the book.

The author has in a way acted as an organizer and interpreter of the work of the many observers and experimenters cited in the references, to all of whom obligations are due. To one of these, the doer or inspirer of nearly all that has been done in America in studying children, Dr. G. Stanley Hall, special acknowledgments are gratefully made both for his writings and for personal inspiration. Special thanks are also due the author's wife from the author and his readers for eliminating abstract statements, complicated sentences and mechanical errors.

E. A. K.

Fitchburg Normal School, March, 1911.
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