

AN OUTLINE OF INDIVIDUAL STUDY

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649292202

An outline of individual study by G. E. Partridge

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

www.triestepublishing.com

G. E. PARTRIDGE

**AN OUTLINE OF
INDIVIDUAL STUDY**

AN OUTLINE
OF
INDIVIDUAL STUDY

BY

G. E. PARTRIDGE, Ph. D.

FORMERLY LECTURER IN CLARK UNIVERSITY

20120

LIBRARY OF THE
CLARK UNIVERSITY
CLARK UNIVERSITY
CLARK UNIVERSITY

New York
STURGIS & WALTON
COMPANY

1910

All rights reserved

20120

12-5-26

I
10x3
P25
copy

CONTENTS

PART I

HISTORY AND THEORY OF INDIVIDUAL STUDY

	PAGE
I. The Nature of Individuality	3
II. Individual Study as a Science	11
III. The Variational Method	17
IV. Individual Study Within Psychology	26
V. Individual Study From the Biological Point of View	36

PART II

PRACTICAL STUDY OF INDIVIDUALS

I. Methods and Directions	47
II. Examination of the Health	52
III. Observation of Body Characteristics	64
IV. Measurement of the Body	73
V. Observation of Movements	85
VI. The Experimental Study of Movement	72
VII. General Description of Mental Traits	103
VIII. The Emotional Life	113
IX. Interests and Instincts	128
X. Some General Characteristics of Interest	138
XI. Senses and Perception	146
XII. Senses and Perception (<i>continued</i>)	153
XIII. Mechanism of the Mind: Memory	163
XIV. Mechanism of the Mind: Association	171
XV. Free Activity of the Mind	178
XVI. Purposive Thinking	186

CONTENTS

PART III

APPLICATION AND RESULTS OF INDIVIDUAL STUDY

	PAGE
I. A Study of Two Children	201
II. Types of Individuals	221
III. Pedagogical Aspects of Individuality	227

PREFACE

This manual of methods for the study of the human individual is intended to serve a practical and introductory rather than a scientific purpose. It is not intended for students interested in research, but is for those who wish a first guide in the study of individuals. It is in one sense and not another that it is called practical. It does not contain much about standards and results of experiments, by means of which one can safely compare individuals with the average or norm, for the purposes of an exact or scientific pedagogy. It is intended to be practical in the sense that it is hoped that by it the student can be led to observe individuals more intelligently and systematically, and thus be the better able to understand and serve them. Incidentally it is to be hoped that some insight into the nature of individuality and the scientific study of it will be acquired.

The book comprises for the most part a course of study that has been used several times in classes in a Normal School, each time with an increased conviction that some such work is the best psychology and pedagogy for

these classes: for with the attention focused on the individual and his needs, general problems cannot fail to appear also, and practical questions are always within reach. This is the case method that has succeeded so well in the training of physician and lawyer. That it has a wider application in the training of the teacher than has yet been given it, seems to be indicated. As a method of mind training it has some of the advantages of the intensive work of higher grades, and the value to the student of studying thoroughly one or a few individuals is believed to be great. The particular experiments made, and the scientific knowledge gained are of minor importance from this consideration, but the increased power to analyze the life-situation of another person that is acquired is of great value. To be led from a state of ignorant indifference toward an uninteresting person to a sympathetic and intelligent coöperation in his welfare is one of the best experiences that can come to any one, and particularly to a teacher.

In practice, work such as is outlined in this book can be given to students either before or after other study of pedagogy and psychology. The experience and observation of the writer lead him to the conviction that most so-called general psychology, even the most elementary, fails to affect the practical life of the teacher, and that more study of the kind that brings

the student into contact with children is needed in Normal Schools. It seems better to lead to psychology from practical questions that arise in actual teaching or observing of children than to try to apply psychology in advance to the work of teaching. Students do not readily apply psychology, and one successful training teacher whose experience extends over a period of twelve years declares that in all her acquaintance with practice teachers she has never known an instance in which any reference was ever made spontaneously by a student to any principle or fact that had been acquired in previous psychological work. Such testimony, if it is at all representative of the state of affairs in the Normal School, argues for closer contact, on the part of the psychological student, with the problems of the schoolroom and the individuals in it.

If some general psychology is to precede observation and practice it seems best that it should be largely genetic psychology; study in which the teacher-to-be is made to live again his own childhood, and to follow the course of his own mental development. If this is entered into with zest by the student it is difficult to see how study of systematic treatises on analytic psychology, in the time that is usually devoted to psychology, can add much to the practical result that is desired for the teacher.

The experiments and methods of observation

that are described have been gathered from many sources, and no special effort has been made to give credit to those who have first suggested them, except in cases in which the results of research made by the method have been mentioned. The greatest single source of assistance has been the work of Binet. Many of his tests have been used, and some of them modified to suit present purposes. The experimental work of American writers has yielded others: some have been devised by the writer. Nearly everything in the book has been put to considerable trial in actual investigations. Some of the tests have been modified as a result of such use, or to avoid the use of apparatus: some are described exactly as they were tried. The purpose being to stimulate practical observation of individuals, rather than research, it has not been thought necessary in some cases to describe the methods in full detail, but to leave something to the choice and ingenuity of the student. The investigations and observation of the writer upon which the methods are based are as follows:—Investigation of special topics such as control of the reflex wink and description of an imaginary animal made upon Worcester school children; study of two hundred East Side school children, New York, with H. S. Curtis, reported in New York School Board Reports 1898; physical examination of two thousand school children,