

IMAGINATION AND ITS PLACE IN EDUCATION

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Imagination and Its Place in Education by Edwin A. Kirkpatrick

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EDWIN A. KIRKPATRICK

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BY

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PREFACE

Science embodies universal truths. Literature expresses truth as seen or exemplified by individuals. Neither literature nor the science of psychology alone can adequately deal with the subject of imagination. Psychology seeks to present what is true of all minds, but in no type of mental activity is there greater individuality than in the exercise of the imagination.

The writer, in his many years of teaching psychology, has enjoyed this subject because tests given students and their reports of introspective studies show that the same laws govern all minds, though they are partly disguised by an infinite variety of image combinations. No topic reveals to students more clearly their mental processes and at the same time shows them that other persons arrive at the same results by different routes. It gives the author satisfaction, therefore, to share with a larger group than that comprising his own students the pleasure and advantage to be derived from a study of so interesting a subject. He hopes that this little book will introduce many to a study of the facts in the realm of imagination as exemplified in their own minds and in the minds of others, especially children, and as revealed in play, science, art, and literature. With this end in view, scientific technicalities and exhaustive treatment have intentionally been avoided.

Although the book may be studied by individuals successfully, it will prove much more interesting and valuable

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when used by a group of persons who report and discuss individual observations and make group experiments. It is hoped that the manner of treatment and the exercises at the close of each chapter will make the book especially useful to teachers' reading circles. The references at the close of the book may also prove valuable in giving a wider, more intensive, and varied view of the subject.

E. A. K.

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