

**OUTLINES OF CHILD  
STUDY: A MANUAL FOR  
PARENTS AND TEACHERS**

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Outlines of Child Study: A Manual for Parents and Teachers by Benjamin C. Gruenberg & Edward L. Thorndike

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**BENJAMIN C. GRUENBERG & EDWARD L. THORNDIKE**

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## **OUTLINES OF CHILD STUDY**

UNIV. OF  
CALIFORNIA  
**OUTLINES OF CHILD  
STUDY**

**A Manual for Parents  
and Teachers**

**EDITED BY  
BENJAMIN C. GRUENBERG  
FOR  
THE FEDERATION FOR CHILD STUDY  
WITH AN INTRODUCTION  
BY  
EDWARD L. THORNDIKE**

**New York**  
**THE MACMILLAN COMPANY**  
1922  
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G. E. P.

UNIV. OF  
CALIFORNIA

TO  
BIRD STEIN GANS  
WHOSE INSPIRATION AND UNTIRING DEVOTION  
MADE POSSIBLE THE EXISTENCE AND  
CONTINUED GROWTH OF  
THE FEDERATION FOR CHILD STUDY  
THIS BOOK IS GRATEFULLY DEDICATED  
BY HER FELLOW WORKERS

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## INTRODUCTION

It is a privilege to introduce to those unacquainted with it one aspect of the work of the Federation for Child Study. Of all the organizations which have sought to stimulate parents to study and know their children, the Federation has had probably the most experience. For over a score of years its leaders have been guiding the reading and discussion of groups of parents and teachers, but especially of parents. Upon their experience are based these Outlines of Child Study. The arrangement is topical; and each topic is presented by (1) a statement of the general state of knowledge of the topic, (2) an outline which lists the detailed facts and problems concerning which there is information available, and (3) a list of helpfully graded references, ranging from attractive popular articles to technical monographs.

The treatment is comprehensive, both in the topics chosen and in the outline and references for each. Especially valuable are the sections on concrete aspects of human behavior, such as Toys, Manners, The Use of Money, Pets and Plants, and Hobbies, which the ordinary manuals of Child Study have relatively neglected. The treatment is modern; mental tests, psycho-analysis and the conditioned reflex receiving due (some conservative critics may think, undue) attention, and recent work in all lines being considered.

Suitable connections with the general sciences of human nature are made so that the student who follows the Outlines for any dozen or so of topics is almost certain to be made acquainted with representative scientific work in biology, psychology and sociology.

Many earnest parents and teachers will use this book and thank The Federation for Child Study and Dr. Gruenberg for it.

EDWARD L. THORNDIKE.

## PREFACE

Every thoughtful person who has to deal with children comes sooner or later to realize that most of his acts, as well as most of the children's acts, arise, at least in part, from blind impulse. Some of these acts we recognize to be, if not harmful or foolish, at least futile or irrelevant. But, since we believe that whatever we do for the child or to the child should have a purpose in relation to his education, his development, his adjustment, we are driven by considerations of self-esteem to justify our conduct — to rationalize it, as the psychiatrists say — by attributing to it some approved purpose. We say, for example, that punishment, often but a manifestation of bad temper, is designed to teach the child a lesson; we say that our dismissal of the importunate questioner is for the purpose of teaching him to be considerate of busy people, and so on. The Federation for Child Study takes the position that we must make deliberate and systematic effort to replace impulse with purpose in all our dealings with children. We ought to know what we are driving at, we ought to know how our ends are to be achieved; we should not be content merely to carry on, merely to drive, for that is futile, and often pernicious.

Every attempt to substitute rational treatment of children for rationalized impulse raises the question of what is sound practise. And in no field are there more controversial issues. Here everybody feels free