

**HANDBOOKS OF MORAL
AND RELIGIOUS EDUCATION;
THE PSYCHOLOGY OF
ADOLESCENCE**

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Handbooks of Moral and religious education; The psychology of adolescence by E. Hershey
Sneath & Frederick Tracy

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E. HERSHEY SNEATH & FREDERICK TRACY

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Handbooks of Moral and Religious Education

EDITED BY

E. HERSHEY SNEATH, PH.D., LL.D.

Professor of the Philosophy of Religion and Religious Education,
Yale University

THE
PSYCHOLOGY OF ADOLESCENCE



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Heaven lies about us in our infancy;
Shades of the prison house begin to close
Upon the growing boy,
But he beholds the light, and whence it flows,
He sees it in his joy;
The youth, who daily farther from the east
Must travel, still is nature's priest,
And by the vision splendid
Is on his way attended;
At length the man perceives it die away,
And fade into the light of common day.

— Wordsworth.

EDITOR'S PREFACE

The books of this Series are designed to serve as manuals for teachers in the field of moral and religious education. The Series will comprise volumes on the Psychology of Childhood, the Psychology of Adolescence, the Psychology of Education, the Psychology of Religion, the Principles and Methods of Moral and Religious Education, Elementary and Secondary Moral and Religious Instruction, Religious School Organization and Equipment, etc. The books will be prepared by well known specialists. The following volumes will be included in the series: —

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PREFACE

That period of life technically known as Adolescence, untechnically as the time of Youth, and colloquially as the Teen Age, covering the years from the advent of puberty to the attainment of maturity, and roughly identical with the days of high school and college education, has been widely and carefully studied, from every point of view, during recent years, and our knowledge of it has been correspondingly enriched. The purpose of the present work is not primarily to add to the number of those valuable records which embody the results of investigations into the adolescent mind from this or that point of view; but rather to survey the whole field, having in mind the leading facts, as presented in these psychological and biological researches, as well as the fundamental categories of valuation, as set forth in the philosophy of morals, of religion, and of education, and to place the results of this survey in the hands of the teacher, within the modest compass of a "handbook."

This being the end in view, it appeared neither feasible nor desirable to burden the pages of the book with elaborate details, or to occupy much space with the minutiae of individual cases; but rather to undertake the much more difficult task of obtaining, through a careful study of these individual cases, as intimate an acquaintance as possible with the average youth and maiden, and of passing on to the busy teacher the knowledge so gained.

Such observations as the author has made on his own account, though playing the chief part in determining his conclusions, have not for the most part been reduced to the statistical form, and do not appear in tables in the following chapters. They have been made in the course of many years spent in the teaching profession, during which he has had the privilege of intimate association with some thou-