

**THE DAWN OF MIND;
AN INTRODUCTION TO
CHILD PSYCHOLOGY**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649254316

The dawn of mind; an introduction to child psychology by Margaret Drummond

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

MARGARET DRUMMOND

**THE DAWN OF MIND;
AN INTRODUCTION TO
CHILD PSYCHOLOGY**



BUILDING THE MONTESSORI TOWER.

Psych.
D795d

THE DAWN OF MIND

AN INTRODUCTION TO CHILD PSYCHOLOGY

BY

MARGARET DRUMMOND, M.A.

LECTURER ON PSYCHOLOGY IN THE EDINBURGH PROVINCIAL
TRAINING COLLEGE; JOINT-AUTHOR OF "ELEMENTS
OF PSYCHOLOGY," ETC.

SECOND IMPRESSION

152990
27/10/19

LONDON
EDWARD ARNOLD

1919

[All rights reserved]

PREFACE

For the sake both of theory and of practice, child psychology should bulk more largely in our thought and in our literature than it does.

There are numerous problems of general psychology which can, it seems to me, be most readily solved by a close study of the developing mind as it appears in the child. A series of careful records of the mental growth of individual children would in this connection be of the greatest value. Such records can be made only by one who is constantly in the most intimate contact with the child; by one who can at the same time assume the scientific attitude, and who has some acquaintance with scientific method. A psychological training is also essential, otherwise many illuminating incidents will be passed over.

Not many people fulfil all these conditions. The only person who really fulfils the first is the child's mother or nurse, and she seldom has the knowledge and mental training which are equally necessary.

Fully equipped women are, however, becoming more numerous every day, and we may look with confidence to the mothers of the future for the material we require.

The chief records at present available are Miss

Shinn's careful study of her niece from birth, and Professor Preyer's pioneer work on the development of his little son.

My own notes on my little niece Margaret, together with the published accounts of those two children, Ruth and Axel, have supplied most of the facts on which this contribution to child psychology is based.

Professor Sully's charming "Studies of Childhood" I have also found useful, especially the "Notes from a Father's Diary" which record, only too briefly, the development of Clifford.

The other children referred to are for the most part little friends of my own.

The account of the development of the imagination diverges considerably from the theory generally held. In this region much work still remains to be done. My belief is that in many, possibly in most cases, visual imagery develops slowly. The child neither draws nor builds nor models from a copy in his mind. He manipulates the material sometimes haphazard, and gets a suggestion from the result.

This is a mere sample of the kind of question on which a minute study of child psychology may be expected to throw light.

The practical need for a study of child psychology is even more pressing than the theoretical. All lovers of little children have welcomed the recent proposals for the establishment of nursery schools. If, however, the teachers in these schools are not thoroughly versed in child psychology and in the methods of teaching which are naturally founded upon it, there are two grave dangers to be feared.

If the school is regarded simply as a nursery, no use may be made of the enormous capacity for intellectual growth and assimilation of knowledge that characterises the third, fourth, and fifth years. Such a school, while lacking the often objectionable character of a street environment, might prove even more cramping to the developing intelligence.

On the other hand, if the school is thought of as a place where children sit quietly in rows and receive instruction, the working out of this idea may lead to even more fatal results.

To find the safe, middle path between these two dangers, the teacher must be equipped with the fullest knowledge of child nature that is yet available. To teach the little people as they ought to be taught and deserve to be taught, to preserve their spontaneity and keep their eager interest alive, is no easy task; but if this task were well done it would make an incalculable difference to the work of the ordinary school, and in the end to the life of the nation.

M. D.

REFERENCES FOR READING

- "Notes on the Development of a Child." Millicent W. Shinn. University of California Studies.
- "Studies of Childhood." James Sully. Longmans, Green and Co.
- "The Mind of the Child." W. Preyer. International Education Series.
- "The First Three Years of Childhood." Bernard Perez. Sonnenschein.
- "Studies in Education," ed. Earl Barnes.
- "The Dawn of Character." E. E. Read Mumford. Longmans, Green and Co.
- "An Introduction to Child Study." W. B. Drummond. Edward Arnold.
- "Mentally Defective Children." A. Binet and Th. Simon. Edward Arnold. The "Binet Scale" is given as Appendix to this book.
- "A Study of Children's Vocabularies." James Drever. *Journal of Experimental Pedagogy*, Vol. III.
- "A Child's Progress in Speech, with Detailed Vocabularies." W. G. Bateman. *Journal of Educational Psychology*, June, 1914.
- "Two Children's Progress in Speech." W. G. Bateman. *Journal of Educational Psychology*, October, 1915.

For the interesting and instructive papers by Mr. Homer Lane and Miss Crouch referred to in Chapters V., VII., and VIII., see the Report of the Conference on New Ideals in Education held at Stratford-on-Avon, August, 1915.