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EDUCATION SERIES.
MENTAL DEVELOPMENT
IN THE CHILD**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649647682

International Education Series. Mental Development in the Child by W. Preyer & H. W. Brown

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W. PREYER & H. W. BROWN

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International Education Series

EDITED BY

WILLIAM T. HARRIS, A. M., LL. D.

VOLUME XXIV.

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BY

W. PREYER

PROFESSOR OF PHYSIOLOGY IN JENA

AUTHOR OF

THE MIND OF THE CHILD (PART I, THE SENSES AND THE WILL;
PART II, THE DEVELOPMENT OF THE INTELLECT)

TRANSLATED FROM THE GERMAN

By H. W. BROWN

TEACHER IN THE STATE NORMAL SCHOOL AT WORCESTER, MASS.

NEW YORK

D. APPLETON AND COMPANY

1895

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ELECTROTYPED AND PRINTED
AT THE APPLETON PRESS, U. S. A.

30151
JAN. 5, 1894

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EDITOR'S PREFACE.

THOSE who have studied the careful observations on the growth of the mind in childhood recorded in the two volumes of this series entitled respectively *The Senses and the Will* and *The Development of the Intellect* will be interested in receiving from the author, Dr. Preyer, further reports of the results and conclusions which he has reached after time has permitted wider surveys of the field, new verifications, and more deliberate reflection upon the data given.

The special object of this book, as announced by Dr. Preyer in his preface, is to initiate mothers into this complicated science of psychogenesis. Accordingly he has taken unusual pains to present the more important points upon which the development of the child's mind depends in a form easy of assimilation. He desires to evoke a widespread interest in the development of the infant mind, and lead to a multitude

of special investigations into the phenomena of the first five years of the child's life.

This movement, known as "child study," has received great impulse in this country within a few years, especially through the labors of Dr. Stanley Hall, who may be called the pioneer and enthusiastic promoter of the good work. Prof. M. W. Humphreys, of Tennessee, and Prof. Edward S. Holden, of California, published their investigations into the vocabularies of children soon after Darwin published his biographical sketch of his infant son and Taine his essay "Sur l'Acquisition du Langage." Mr. E. H. Russell, Principal of the State Normal School of Worcester, Mass., was one of the first to commence in his school a systematic collection of data regarding the development of children. Recently, Prof. Earl Barnes, in the Leland Stanford, Junior, University, has made large additions to our knowledge of the development of the conceptions of children in regard to art, religion, and some other fields. Every day one comes to hear of some new laborer in this province of pedagogy.

The results recorded in this volume are chiefly of three kinds:

1. The order of development of the senses—taste, smell, touch, hearing, sight; the feelings of temperature, the emotions of fear, astonishment, and anger; the intellect and will, language and self-consciousness.