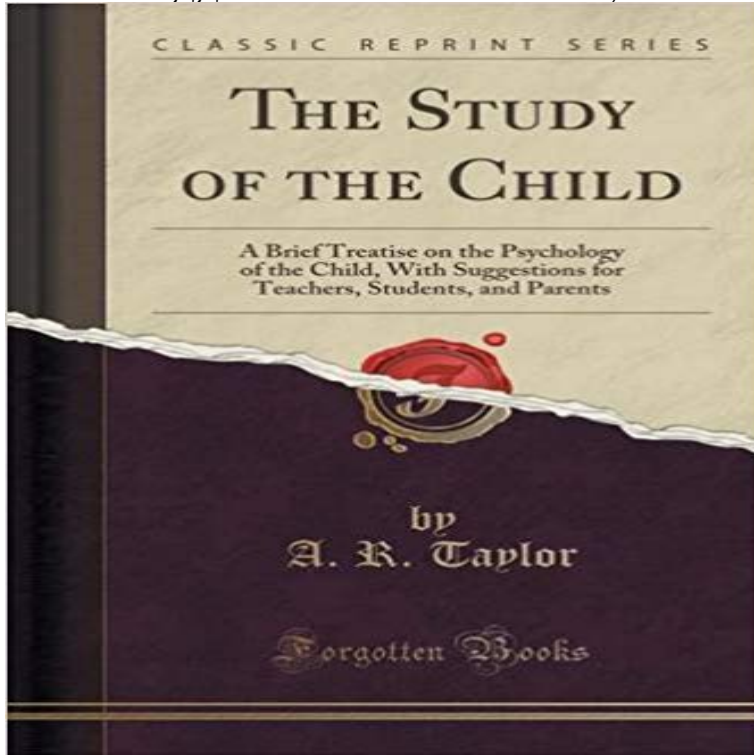


The Study of the Child: A Brief Treatise on the Psychology of the Child, With Suggestions for Teachers, Students, and Parents (Classic Reprint)



Excerpt from The Study of the Child: A Brief Treatise on the Psychology of the Child, With Suggestions for Teachers, Students, and Parents

In my preface to this sound and wholesome book on child study I will present some thoughts on the symbolic and conventional stages of mind in childhood and on the process by which the child outgrows the symbolic stage of mind. I will then consider the doctrine that concepts are mental images and bring forward the theory that they are not mental images but definitions, and conclude by discussing imitation as the chief activity of the child in play and point out the change by which it becomes originality. The earlier period of infancy, say up to the age of six, with average children has been called the symbolic stage, while the later stage, which begins somewhere about six and lasts through life, is called the conventional stage. We commonly use the word symbolic in a restricted sense - namely, to signify the use of some material object to present an invisible spiritual object. The wind blows and shows power. It can not be seen, and yet it moves things that can be seen. The breath too is a sort of wind, invisible and yet powerful. About the Publisher

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