

**THE CHILD'S MIND, ITS GROWTH
AND TRAINING, BEING A SHORT
STUDY OF SOME PROCESSES
OF LEARNING AND TEACHING**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649294060

The child's mind, its growth and training, being a short study of some processes of learning and teaching by W. E. Urwick

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

W. E. URWICK

**THE CHILD'S MIND, ITS GROWTH
AND TRAINING, BEING A SHORT
STUDY OF SOME PROCESSES
OF LEARNING AND TEACHING**

THE CHILD'S MIND :
ITS GROWTH AND TRAINING

Psych.
U836

THE CHILD'S MIND

ITS GROWTH AND TRAINING

BEING

*A SHORT STUDY OF SOME PROCESSES OF
LEARNING AND TEACHING*

BY

W. E. URWICK, M.A.

LONDON

EDWARD ARNOLD

41 & 43, MADDOX STREET, BOND STREET, W.

1907

[All rights reserved]

41825
1619108.

80

PREFACE

THE reasons for writing this book are sufficiently set forth in the introduction. It is not a treatise on psychology, still less a new and full-fledged theory of education. Nor, on the other hand, is it a complete handbook for teachers. It is rather an attempt to set forth in simple and, as far as possible, untechnical language some results already obtained from a study of mind growth as an organic process, and to establish a clear and definite connexion between those processes of learning which mind possesses, and the methods by which it should be taught and trained. These chapters will, it is hoped, enable the young teacher to use in practice the facts which he learns in his outline study of physiology and psychology, and provide the experienced teacher with a framework on to which he may fit the results of his experience without committing himself to any one philosophic system. Perhaps at a time when the problems of education are so widely discussed,

this restatement of old truths in a new light may prove of interest to an even wider circle of readers.

The thanks of the author are due to Dr. Arthur Robinson and to Mr. Herbert Ward for much kindly criticism and encouragement and many valuable hints.

W. E. U.

August, 1907.

CONTENTS

INTRODUCTION

PAGES

Educational Theory needs revision because of advances in Biology, Physiology, and Psychology—Basis of present theories is either Herbartian or Froebelian philosophy, developed in ante-Evolution days—Revision necessarily partial and tentative—In view of unsolved problems, genetic method is adopted	1-7
---	-----

CHAPTER I

THE BEARING OF BIOLOGY ON EDUCATIONAL THEORY

- A. General Biological Facts: Interplay of organism and environment—Unsolved problems (*e.g.*, heredity set aside)—Organism strives to preserve old environment and adjust itself to new; failure to do either means death—Continuance of life presupposes adaptability—Function of consciousness in relation to the service of the organism. B. Exemplification of these Facts in Human Life: Man, as organism, amid complex environment has advantage of highly developed mental life and social instincts—Protection afforded and demands made by society—Primitive and modern society con-

trusted in this respect—Double environment of modern worker ; sphere of labour and sphere of leisure. C. Bearing of Facts on Education : Education provides an artificial environment as training for wider environment of life—Primary conditions of success—Importance of wider sphere of leisure and social life—Dangers of premature growth	8-30
---	------

CHAPTER II

THE MECHANISM OF LEARNING

Twofold bearing of Physiology on Education—(1) as determining conditions of health in school ; (2) as giving an account of nerve process in which an explanation of conscious process is sought—Retentiveness of nervous system—Lower classes of nervous reaction—Hierarchy of processes ; relation of higher nerve-centres to lower ; inhibition and substitution—Progress and complexity of reactions dependent upon adaptability—How progress takes place—Influence of feeling in determining growth—Attitude of the educator towards feeling	31-52
--	-------

CHAPTER III

MIND'S MAIN CHARACTERISTICS AND EARLY PRODUCTS

What kind of psychology does the educator need ?—Outstanding aspects of consciousness, especially its selectiveness—Training of will as an end in education—Mind's early products illustrated—Sensation—Percept—Idea	53-71
--	-------