

## Contents

Acknowledgements	page vi
Glossary	ix
Introduction	xiii
I The development of intelligence	I
<i>Introduction</i>	I
<i>Basic cognitive processes</i>	2
<i>Development in children's thinking</i>	7
<i>The main periods of development</i>	15
<i>Experiments in England</i>	17
2 The sensori-motor period	18
<i>Sub-stages i and ii—Reflex exercises and primary circular reactions</i>	19
<i>Sub-stage iii—The secondary circular reactions</i>	21
<i>Notions of the object, space, time and physical causality</i>	22
<i>Sub-stage iv—Co-ordination of secondary schemas</i>	24
<i>Notions of the object, space, time and physical causality</i>	26
<i>Sub-stage v—Tertiary circular reactions</i>	28
<i>Notions of the object, space, time and physical causality</i>	30
<i>Sub-stage vi—The invention of new means through mental combinations</i>	32
<i>Discussion</i>	35
3 The pre-conceptual sub-stage	39
<i>Imitation, play and rules</i>	42
<i>Reasoning in the young child</i>	46
<i>Implications for Nursery School teachers</i>	51
4 The intuitive sub-stage	57
<i>Imitation, play and rules</i>	60
	vii

## CONTENTS

	<i>The beginning of conceptual thinking</i>	63
	<i>Concepts of the world and of physical causality</i>	63
	<i>Number, time and quantities</i>	65
	<i>Spatial concepts</i>	70
	<i>Some implications for Infants' School teachers</i>	72
5	<i>The sub-period of concrete operations</i>	76
	<i>The laws of groupings</i>	81
	<i>Play in the period of concrete operations</i>	83
	<i>Some late misconceptions among English children</i>	83
	<i>Limitations in thinking during the period of concrete operations</i>	85
	<i>Spatial concepts</i>	88
	<i>Discussion</i>	92
6	<i>The period of formal operations</i>	97
	<i>Assumptions, hypotheses and laws</i>	99
	<i>Definitions and symbolism</i>	102
	<i>Continuity and infinity</i>	103
	<i>Relations between relations</i>	105
	<i>Implications for Secondary School teachers</i>	113
	<i>Concluding remarks</i>	118
	<i>Bibliography</i>	123