

## Infant and Child Psychology

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### **Introduction**

The beginnings of psychological investigations in children are usually dated to the late nineteenth century in North America and Europe. However, the mental development in children had already been a topic of scholarly debate in early modernity and became a subject of increasing philosophical and pedagogical discussion in the eighteenth century, notably with the birth of the scientific genre of baby diaries in Western Europe and, especially, Germany. Yet, towards the end of the nineteenth century, the terms of scholarly debate considerably changed due to both the rise of theories about biological and social evolution and the professionalization of psychology. In the child study movements in the US and Western Europe, the observation of early childhood development became a broad social and professional undertaking, often explicitly linked to efforts at social reform such as the child-saving and the women's rights movements. These efforts were frequently framed in eugenic terms of improving the human 'race' and preventing the spread of 'defective' mental traits through techniques of breeding. At the same time, school children and adolescents moved into the focus of scientific pedagogy, statistical questionnaire studies, and mental testing. In the 1910s and 1920s, child psychology became an area of psychological specialization, notably through Rockefeller-funded research programs and institutes in the US such as Arnold Gesell's Child Developmental Clinic at Yale University and the Iowa Child Welfare Research Station. This development was not restricted to the US as renown child psychological institutes also developed in several European countries. While these institutes focused on the study of the normal child, child guidance clinics specialized in the study of the 'troublesome' or 'maladjusted' child. These clinics

often included interdisciplinary teams of physicians, clinical psychologists, and social workers, and contributed to both the professionalization of child psychiatry and a growing importance of psychodynamic and psychoanalytic approaches in child psychology. In the post-World War II period in the US and most European countries, psychodynamic thinking dominated much of the field of child developmental research. In academic psychology, behavioristic approaches to child development continued to exist but tended to concentrate in specific fields of research such as theories of learning. In the 1960s and 1970s, much of this changed due to both a relative decline of psychoanalysis and the rise of cognitive psychology and the neurosciences. Within the historiography of psychology, child psychology has so far been a minor subject, and the most important body of scholarship concerns the child study movements and child developmental research in the interwar years. Non-Western, postcolonial and global perspectives on child psychology have only received scarce attention. The following entry will mainly follow a chronological and thematical order and prioritize recent English-language work in the field.

### **General Overviews**

The history of child psychology is a comparatively small field of research and book-length overviews and introductions are not yet available. Brief discussions of key intellectual, disciplinary and professional developments are often included in general works on the history of psychology, the human sciences, child health, and childhood. These summaries tend to focus on specific themes, groups of professionals, and/or time periods. Developments in the second half of the twentieth century are usually not discussed in detail. Moreover, English language overviews often concentrate on North America and, to a lesser extent, the UK and Continental Europe. Among recent general overviews, ch. 17 of Richards and Stenner (2023) provides a very concise intellectual history of child psychology. It focuses on major 'images' of the child in western culture ranging from John Locke's 'empiricist' and Jean Jacques Rousseau's 'romantic' to Sigmund Freud's 'psychodynamic' and Jean Piaget's 'cognitive' images. Similarly written from a practitioner's perspective, Cairns and Cairns (2006) furnishes a detailed account of main figures and ideas in the history of developmental psychology across the twentieth century. Smith (2013) conveys a comprehensive historical overview of Western psychology but discusses only a few key developments in child psychology (notably, the child study movements and child psychological research in the interwar years). Vaja (2022) departs from these accounts as it concentrates on the history of child psychological research in Hungary including both Western and Eastern perspectives. In contrast to these overviews focused on intellectual, disciplinary and professional history, ch. 2 of Jansz and van Drunen (2004) situates the emergence and development of child psychology in the social history of child rearing and education since the nineteenth century. Jansz and van Drunen's account is especially helpful for students interested in the intersection of pedagogy, schooling, and psychology. Ch. 7 of Golden (2018) addresses child psychology in the context of a broader history of babyhood. It focuses on child study and infant research in North America from the late nineteenth to the mid-twentieth centuries. Jones (2004) provides an informative overview over the history of mental hygiene and mental health intervention in North America

from 1620 to the late twentieth century, and Herman 2003 discusses child psychology in the context of a broader history of American culture and society focusing on its lasting contribution to understandings of the self and personality. A similarly broad but classic point of reference is ch. 11-15 of Rose 1999, which addresses child psychology within the context of a Foucauldian genealogy of subjectivity focusing on twentieth century Britain. Finally, Hendrick 1994 argues that English child welfare policy continuously moved between the poles of mind and body, and victim and thread from the late nineteenth to the late twentieth century.

Cairns, Robert B., and Beverley D. Cairns. 2006. "The Making of Developmental Psychology." In *Handbook of Child Psychology*, edited by Richard M. Lerner, 89–165. Hoboken, N.J: John Wiley & Sons. Discusses the history of developmental psychology from a practitioner's perspective discussing main figures and ideas and assessing its relevance for present practice. The account stands out for being very detailed and thus providing a quite solid idea of major research areas and controversies across the history of the field.

Jansz, Jeroen, and Peter van Drunen. 2004. *A Social History of Psychology*. Malden: Blackwell publishing.

Approaches the history of psychology from the perspective of the 'new' history of psychology, basically understood as a move away from professional and intellectual history of the field to a stronger emphasis on social and cultural context. The chapter on child psychology (ch. 2) is very detailed especially concerning educational psychology.

Golden, Janet. 2018. *Babies Made Us Modern: How Infants Brought America into the Twentieth Century*. Cambridge University Press. <https://doi.org/10.1017/9781108227308>.

A synthetic history of infancy in the U.S. across the first half of the twentieth century. Primarily based on an analysis of baby books used by parents to document the life and developments of their children during the first years of life. Chapter 7 provides a historical account of infant psychology from the child study movement to the psychological studies of Arnold Gesell.

Hendrick, Harry. 1994. *Children Welfare: England 1872-1989*. London: Routledge.

A history of child welfare in England from the late nineteenth to the late twentieth century extensively discussing the role of pediatrics, child psychology, and child psychiatry for shaping social policy. Covers a wide range of relevant topics such as British child study, child guidance clinics, mental testing, and legislation about adoption, child abuse, and childcare until the 1989 Children Act.

Herman, Ellen. 2003. "Psychologism and the Child." In *The Cambridge History of Science: Volume 7: The Modern Social Sciences*, edited by Dorothy Ross and Theodore M. Porter, 7:649–62. The Cambridge

History of Science. Cambridge: Cambridge University Press.

<https://doi.org/10.1017/CHOL9780521594424.039>.

This brief overview article in the Cambridge History of Science engages with the impact of the psychological sciences on cultural understandings of childhood and human nature across the twentieth century. Focuses on North America and briefly discusses the history of child psychology from, roughly, the child study movements to mid-twentieth century psychodynamic approaches.

Jones, Kathleen. 2004. "A Sound Mind for the Child's Body: The Mental Health of Children and Youth." In *Children and Youth in Sickness and in Health: A Historical Handbook and Guide*, edited by Janet Lynne Golden, 43.66. Children and Youth. Westport, CT: Greenwood Press.

Provides an overview of mental health care for children in the U.S. since the colonial period. Has a bias towards child guidance but also discusses ideas about mental health and child development more broadly.

Richards, Graham, and Paul Stenner. 2023. *Putting Psychology in Its Place: Critical Historical Perspectives*. Fourth edition. London: Routledge.

Provides an overview of main theories, approaches, and research topics of psychology from about 1600 to the present. Includes a discussion of child study as well as a chapter on "psychology and the child" discussing main currents and figures in the field.

Rose, Nikolas S. 1999. *Governing the Soul: The Shaping of the Private Self*. London: Routledge.

Following a Foucauldian approach, the book argues that the 'psy disciplines' have played a pivotal role in constructing a form of political, institutional, technical, and cognitive power that made it possible to govern human beings according to liberal and democratic principles. It situates major developments in the history of child psychology (intelligence testing, tabular assessments of developmental milestones, juvenile courts, child guidance clinics, pre-school educational programs) in this history of governance through expertise.

Smith, Roger. 2013. *Between Mind and Nature: A History of Psychology*. London, UK: Reaktion Books.

Provides a history of Western psychology since the nineteenth century. Does not include a chapter specifically on child psychology but briefly discusses developments within the field throughout the text.

Vajda, Zsuzsanna. 2022. "Children as Psychological Objects: A History of Psychological Research of Child Development in Hungary." In *The Palgrave Handbook of the History of Human Sciences*, edited by David McCallum, 1087–1116. Singapore: Palgrave Macmillan.

Reviews the history of child psychology in Hungary from the late nineteenth to the early twentieth century focusing on key practitioners, ideas, published works, and institutional and political developments.

Highlights the contributions of Hungarian practitioners to developments in Western Europe and North America (child developmental research, child psychoanalysis) in the first half of the twentieth century and the subsequent decline of child psychological research during Stalinism.

## Journals

There is no journal specifically dedicated to the history of child psychology, but the following journals regularly include historical studies of child and infant psychology, child psychiatry, and related areas of study: the *Journal for the History of Childhood and Youth* publishes on a wide range of issues related to the history of child psychology such as the history of pedagogy and education. *History of Psychology*, *Isis*, *Journal of the History of the Behavioral Sciences*, and *History of the Human Sciences* often include studies at the intersection of the history of child psychology and the history of science (broadly conceived). Finally, the *Bulletin for the History of Medicine*, the *European Journal for the History of Medicine and Health*, *Social History of Medicine* and *History of Psychiatry* regularly publish articles at the intersection of the history of psychology and the history of medicine and health.

*Bulletin for the History of Medicine*[<https://muse.jhu.edu/journal/24>]\*

A peer-reviewed quarterly journal focused on social, cultural, and scientific aspects of the history of medicine worldwide. The official publication of the American Association for the History of Medicine (AAHM) and the Johns Hopkins Institute of the History of Medicine.

*European Journal for the History of Medicine and Health*[<https://muse.jhu.edu/journal/24>]\*

A peer-reviewed semiannual journal dedicated to all aspects of the history of medicine and health. A joint publication of the European Association for the History of Medicine and Health and the Swiss Society for the History of Medicine and Sciences.

*History of the Human Sciences*[<https://journals.sagepub.com/home/HHS>]\*

An interdisciplinary peer-reviewed journal dedicated to the history of the human sciences including sociology, psychology, psychoanalysis, the neurosciences, anthropology, political science, philosophy, literary criticism, critical theory, art history, linguistics, and law. Regularly publishes on the history of psychology and related themes.

*History of Psychiatry*[<https://journals.sagepub.com/home/hpy>]\*

A peer-reviewed quarterly journal dedicated to the history of mental illness broadly conceived, ranging from the history of medicine and psychiatry to cultural conversations and social policy in all periods of history and all geographical regions. Regularly includes articles on child psychiatry and child psychology.

*\*History of Psychology*[<https://www.apa.org/pubs/journals/hop>]\*

A peer-reviewed quarterly journal dedicated to all aspects of the history of psychology. The official journal of the Society for the History of Psychology which is a division of the American Psychological Association.

*\*Isis*[<https://www.journals.uchicago.edu/toc/isis/current>]\*

A peer-reviewed quarterly journal dedicated to the history of science, medicine, and technology and their cultural influences. The official journal of the History of Science Society.

*\*Journal for the History of Childhood and Youth*[<https://muse.jhu.edu/journal/400>]\*

A peer-reviewed journal with three yearly issues dedicated to the history of childhood and youth without geographical or temporal limits. The official journal of the Society for the History of Children and Youth.

*\*Journal of the History of the Behavioral Sciences*[<https://onlinelibrary.wiley.com/journal/15206696>]\*

A peer-reviewed quarterly journal focused on the scientific, institutional, and cultural history of the social and behavioral sciences.

*\*Social History of Medicine*[<https://academic.oup.com/shm>]\*

The official journal of the Society for the Social History of Medicine, this peer-reviewed quarterly journal publishes articles concerned with all aspects of medicine, health and illness in the past.

## Primary Sources

Primary sources include an array of published and unpublished sources such as texts written by leading practitioners, child psychological journals, and institutional archives of major child psychological centers. The *Internet Archive* provides access to several texts by leading practitioners of the nineteenth and early twentieth centuries such as writings by child study scholars like Sully 1895 and Washburn Shinn 1900. There are several English-language journals that contain contributions to child psychology. Important examples include the *\*\*Journal of Genetic Psychology\*\** (1891-present, formerly *The Pedagogical Seminary*), *\*\*Child Development\*\** (1930-present), and the *\*\*Journal of Child Psychology and Psychiatry\*\** (1960-present). Child psychological topics are also discussed in the *\*\*Journal of the American Academy of Child Psychiatry\*\** (1962-present), the *\*\*Psychoanalytic Study of the Child\*\** (1945-present), and, specifically for infants, the *\*\*Infant mental Health Journal\*\** (1980-present). Archival material can be found at major child psychological centers, university libraries, funding bodies, and state archives (especially for child psychological centers at public universities in Europe). An archival center deserving special mention is the *\*\*Cummings Center for the History of Psychology\*\** at the University of Akron which has many holdings relevant for the history of child psychology including moving images, artefacts, and personal papers from major practitioners. Another informative primary source are oral history interviews, notably the oral history project of the *\*\*Society for Research in Child Development\*\**.

Finally, there are many other published and unpublished sources that allow exploring the wider social history of child psychology such as the **\*\*Children's Bureau National Archive Collection\*\*** or the **\*\*History of Medicine\*\*** collections of the National Library of Medicine.

*\*Child Development*[<https://srcd.onlinelibrary.wiley.com/journal/14678624>]\* (1930-present)

Founded in 1930, this has been the flagship journal of the Society for Research in Child Development publishing widely on child and developmental psychology.

*\*Children's Bureau National Archive Collection*[<https://www.mchlibrary.org/collections/childrens-bureau.php#archives>]\*

Founded in 1912, the children's bureau was a major child welfare agency in the US. There are several digital collections of records and publications from the children's bureau available including digitalized records at the National Archives.

*\*Cummings Center for the History of Psychology*[<https://www.uakron.edu/chp/archives/>]\*

Established in 1965 at the University of Akron, the Cummings Center has a large archival collection of manuscripts, media, and artefacts relevant to the history of psychology and related human sciences.

*\*History of Medicine collection*[<https://www.nlm.nih.gov/hmd/index.html>]\* (National Library of Medicine)

The collection has a vast amount of archival and published sources that are relevant to the history of child psychology and child psychiatry in the US such as personal papers of major researchers, oral history interview collections, and research films.

*\*Infant Mental Health Journal*[<https://onlinelibrary.wiley.com/journal/10970355>]\* (1980-present)

The flagship journal of the International Association for Infant Mental Health. A valuable primary source for scholars interested in the recent history of scientific and clinical approaches to infancy and early childhood.

*\*Journal of Child Psychology and Psychiatry*[<https://acamh.onlinelibrary.wiley.com/journal/14697610>]\* (1960-present)

Initiated by the British Association of Child Psychology and Psychiatry in 1960, the journal has published on a wide range of child psychological and psychiatric themes spanning psychiatry, psychology, pediatrics, psychoanalysis, social casework, and sociology.

*\*Journal of Genetic Psychology*[<https://www.tandfonline.com/journals/vgnt20>]\* (1891-present, formerly *The Pedagogical Seminary*)

Founded in 1891 as *The Pedagogical Seminar*, the journal initially published on educational reform and child study to later become a leading journal in educational and developmental psychology.

*\*Journal of the American Academy of Child Psychiatry*[<https://www.jaacap.org/>]\* (1962-present)

Since its foundation in 1962, this has been the flagship journal of the American Academy of Child (and Adolescent) Psychiatry (founded in 1953).

*\*Psychoanalytic Study of the Child*[<https://www.tandfonline.com/journals/upsc20>]\* (1945-present)

The journal was initiated by internationally leading child psychoanalysts such as Anna Freud and Ernst Kris in 1945 and has since been the one of the most important journals in the field.

Shinn, Millicent Washburn. 1900. *\*The Biography of a*

*Baby*[<http://archive.org/details/biographyofbaby00shinuoft>]\*. Boston: Houghton.

A popularized version of Shinn's observational study of the development of her niece which was an important contribution to the American child study movement.

*\*Society for Research in Child Development*[<https://www.srcd.org/about-us/who-we-are/oral-history-project>]\* (oral history project)

A collection of oral history interviews with eminent practitioners in child development and child psychology with a focus on North America and the UK. The collection was launched in the 1990s.

Sully, James. 1895. *\*Studies of Childhood*[<http://archive.org/details/b2197827x>]\*. London: Longmans, Green.

One of the foundational works of child study written by the British psychologist James Sully.

### **Early Modern Ideas about Infancy and the Mind of the Child**

While child psychology formed as an institutionalized discipline only in the late nineteenth and early twentieth centuries, the particularities of the child's mind were a subject of scholarly debate in Europe already in early modernity and especially in the eighteenth century. Important for the later development of child study was the baby diary tradition that included philosophical inquiries into human nature as well as efforts at educational reform. Ch. 1 of Guenther 2022 provides a concise summary of the baby diary tradition, its initial concern with the origins of human language, and its transformation in the European and North American child study movements in the late nineteenth century. A dated but still helpful source is Jaeger 1985 which contextualizes late eighteenth-century child observation in the German pedagogical movement of philanthropism. Philanthropism and enlightened educational reform drew, both implicitly and explicitly, on ideas about child development usually with reference to philosophical works such as those of Jean-Jacques Rousseau and John Locke. Recent works in the history of childhood and pedagogy

explore the basic assumptions about the developing mind that informed these educational efforts: for example, Bruce 2021 examines bourgeois pedagogical ideas about sentiment and self-control through children's practices of reading and writing in Germany from 1770 to 1850. Eddy 2024 similarly emphasizes the importance of writing and note-keeping practices for school and university education in eighteenth-century Scotland. Oelkers 2008 traces assumptions about learning in German elementary textbooks. Rietmann 2022 points to the importance of periodicals for the transmission of educational principles in the late German enlightenment. Finally, of additional interest for a *longue durée* cultural history of child development are discussions about moral education in child and infant care manuals. Newton 2012 and Ritzmann 2008 examine medical ideas about child health in early modern Britain and Germany, respectively. While these accounts focus on physical care, they also contain helpful discussions of early modern conceptions of children's emotions and physical education. Wagner 2020 explores infant care manuals and fictional representations of babies and infant development in Victorian Britain.

Bruce, Emily C. 2021. *Revolutions at Home: The Origin of Modern Childhood and the German Middle Class*. Amherst: University of Massachusetts Press.

Exploring a variety of writings for and by children, the book points to profound transformations in ideas about and experiences of childhood in Germany in the late eighteenth and early nineteenth centuries. Highlights the importance of educational reform and philanthropism and foregrounds the concepts of discipline and agency for understanding childhood experiences during that time.

Eddy, Matthew Daniel. 2023. *Media and the Mind: Art, Science, and Notebooks as Paper Machines, 1700-1830*. Chicago: University of Chicago Press.

The main objective of this book is to show the importance of note-keeping as historiographical device and of notebooks as historical sources for examining the history of education, learning, and the mind sciences. Yet, due to its very subject matter, discussions of psychological, pedagogical, and philosophical ideas about the developing mind run throughout the account.

Guenther, Katja. 2022. *The Mirror and the Mind: A History of Self-Recognition in the Human Sciences*. Princeton: Princeton University Press.

Uses the history of the mirror self-recognition test as a lens on the history of the mind and human sciences across the nineteenth and twentieth centuries. Discusses infant and child psychological research from the eighteenth-century diary tradition to mid-twentieth century developmental psychology. Emphasis is on the material culture of inquiry into and shifting scientific understandings of human nature and early human cognition.

Jaeger, Siegfried. 1985. "The Origin of the Diary Method in Developmental Psychology." In *Contributions to a History of Developmental Psychology*, edited by Georg Eckardt, Wolfgang G. Bringmann, and Lothar Sprung, 63–74. Berlin: De Gruyter.

Discusses baby diaries and observations of early development published by German philanthropists and, especially, educational reformer Joachim Heinrich Campe (1746-1818) at the end of the eighteenth century.

Newton, Hannah. 2012. *The Sick Child in Early Modern England, 1580 - 1720*. Oxford: Oxford University Press.

Explores practices of healthcare for and experiences of illness in children in England from the late sixteenth to the early eighteenth century. The main concern is with somatic disease, but it includes a discussion of medical ideas about passions and emotions in children.

Oelkers, Jürgen. 2008. "Elementary Textbooks in the 18th Century and Their Theory of the Learning Child." In *Scholarly Knowledge: Textbooks in Early Modern Europe*, edited by Anja-Silvia Goeing, Emidio Campi, Simone De Angelis, and Anthony T. Grafton, 409–32. Genève: Librairie Droz.

This article in a volume on the history of textbooks in early modern Europe discusses assumptions about learning in children based on a study of several edition of two major German elementary textbooks. While slightly dated as compared to recent works in the history of childhood, the article provides valuable background on didactic concepts in eighteenth century Christian education.

Rietmann, Felix E. 2022. "Raising a Well-Grown Child: Popular Periodicals and the Cultural History of Child Health in the Early Nineteenth Century." *KulturPoetik* 22 (2): 179–211.

<https://doi.org/10.13109/kult.2022.22.2.179>.

Explores the cultural history of child health in Germany in the late Enlightenment based on a study of periodicals for both parents and children. Emphasizes that discussions in these periodicals can be understood as challenges to contemporary medical ideas about healthcare and education.

Ritzmann, Iris. 2008. *Sorgenkinder: kranke und behinderte Mädchen und Jungen im 18. Jahrhundert*. Köln: Böhlau.

A detailed account of medical care for children ('proto-pediatrics') in Northern Switzerland and Southern Germany during the eighteenth century. Traces the contemporary landscape of institutional care and explores how parents, doctors, and caregivers wrote about and expressed their emotions about children.

Wagner, Tamara S. 2020. *The Victorian Baby in Print: Infancy, Infant Care, and Nineteenth-Century Popular Culture*. Oxford: Oxford University Press.

Explores representations of babyhood in Victorian Britain including fiction, advertisements, parenting magazines, and childcaring manuals. Emphasizes sentimentalization and commodification but also pays attention to contemporary ideas about infant development and child-rearing such as controversies about age-appropriate behavior and breast-feeding.

### **Child Study**

Shuttleworth 2010 and Smuts 2006 provide the most comprehensive treatments of late nineteenth and early twentieth-century child study in the UK and the USA, respectively. Shuttleworth situates the emergence of both child psychiatry and the sciences of child development in the cultural history of Victorian Britain. It provides a detailed account of experimentation in children from the 1860s to the 1900s (esp. chaps 11-14). Smuts 2006 considers the American child study movement to be part of a broader scientific movement of investigating the child that also included child guidance and sociological research spanning the 1890s to the 1930s. Similarly, Byford 2020 shows that 'child science' in late imperial and early soviet Russia needs to be seen as a broad and heterogenous movement that included a variety of specialists and disciplinary practices and was mobilized to changing political ends and agendas in the course of its history. From a sociological perspective, Turmel 2008 argues that the sciences of childhood in the late nineteenth and early twentieth centuries contributed to the rise of a developmental paradigm that stabilized and normalized children's minds and bodies through social and scientific technologies of measurement, classification, and observation. Wiltse 1895 is an informative source for exploring both self-perceptions of and female participation in the early child study movement in North America. Oertzen 2013 also points to the importance of female participation in the North American child study movement exploring a scientific home-observation network of college-educated women organized by child psychologist Milicent Shinn. Noon 2005 contextualizes experimental infant research at the turn of the nineteenth century in theoretical debates about Darwinian recapitulation theory. Wiesbauer provides (a somewhat dated) account of scientific child study in Austria in the nineteenth century. Ottavi 2001 offers an intellectual history of theories about child development from Charles Darwin to Jean Piaget with a focus on French scholars. Finally, ch 1. of Guenther 2021 and ch. 7 of Golden 2018 synthesize some of the above cited work.

Byford, Andy. 2020. *Science of the Child in Late Imperial and Early Soviet Russia*. Oxford: Oxford University Press.

Furnishes a comprehensive history of child science in late imperial and early soviet Russia showing both its transnational ties to the European and American child study movements and its national particularities. A major intervention in Russian historiography moving away from a focus on the historical evaluation of the rise and fall of pedology to a reconsideration of child science as a broad and heterogenous movement that included educators, psychologists, pediatricians, and psychiatrists and served shifting and potentially conflicting social functions.

Noon, David Hoogland. 2005. "The Evolution of Beasts and Babies: Recapitulation, Instinct, and the Early Discourse on Child Development." *Journal of the History of the Behavioral Sciences* 41 (4): 367–86.  
<https://doi.org/10.1002/jhbs.20116>.

Examines the role of recapitulation theory in the (American) child study movement showing how it helped to carve a space for an investigation of childhood as a pivotal period for understanding humanity's ascent from the animal world.

Oertzen, Christine von. 2013. "Science in the Cradle: Millicent Shinn and Her Home-Based Network of Baby Observers, 1890–1910." *Centaurus* 55 (2): 175–95. <https://doi.org/10.1111/1600-0498.12016>.

Explores a female network of home observers of infant organized by psychologist Millicent Shinn at the turn of the twentieth century. Shows how gender was an important, controversial, and intensively embattled topic in the early sciences of the child.

Ottavi, Dominique. 2001. *De Darwin à Piaget: pour une histoire de la psychologie de l'enfant*. Paris: CNRS Éditions.

An intellectual history of child psychology from the late nineteenth to the early twentieth century focusing on pivotal figures in the US, UK, Germany, and, especially, French-speaking Europe. Discusses many scholars that are not frequently mentioned in English-language scholarship such as Gabriel Compayré, George John Romanes, Bernard Pérez, and Édouard Claparède. Puts particular emphasis on the link between child psychology and (experimental) pedagogy.

Shuttleworth, Sally. 2010. *The Mind of the Child: Child Development in Literature, Science, and Medicine, 1840-1900*. Oxford: Oxford University Press.

Tells a cultural history of the child's mind in literature, science, and medicine in Victorian Britain. The main intervention is to show how literary discourses participated in the cultural construction of notions of child development. At the same time, the book engages in depth with evolving psychological and psychiatric ideas about the child's mind and its cultural ramifications.

Smuts, Alice Boardman. 2006. *Science in the Service of Children, 1893-1935*. New Haven, CT: Yale University Press.

A history of child study, child guidance, child developmental research, and sociological studies of childhood in early twentieth century America. Sees a shift from humanitarian motives of child-saving before World War I to a study of 'normal' middle-class children for an improvement of the nation after the war. Argues that the multi-disciplinary focus on the child in the interwar period was a 'scientific revolution' that was, in many ways, specifically American.

Turmel, André. 2008. *A Historical Sociology of Childhood: Developmental Thinking, Categorization, and Graphic Visualization*. Cambridge: Cambridge University Press.

Examines the rise of developmental thinking about childhood (bodies and minds) from the mid-nineteenth to the mid-twentieth centuries. From a sociological perspective, it emphasizes the role of social and scientific technologies such as population and vital statistics, height and weight measurements, intelligence testing, as well as well-baby and child guidance clinics.

Wiesbauer, Elisabeth. 1982. *Das Kind als Objekt der Wissenschaft: Medizinische und psychologische Kinderforschung an der Wiener Universität 1800-1914*. Wien: Löcker Verlag.

Traces the history of pediatrics and child psychology in Austria from roughly 1800 to 1914. Argues that this period saw an increasing normalization of the child that included norms of both physical and psychic development. According to the book, an alternative vision of the child only emerged with the rise of psychoanalysis in the early twentieth century.

Wiltse, Sara B. 1895. "A Preliminary Sketch of the History of Child Study in America." *The Pedagogical Seminary* 3 (2): 189–212. <https://doi.org/10.1080/08919402.1895.10532942>.

An early review of the child study movement in America at the end of the nineteenth century pointing to its institutional origins and the early participation of college-educated women.

### **Educational Psychology and Mental Testing**

A classic for Britain is Woolridge 2006. Woolridge traces the emergence of educational psychology from the late nineteenth to the mid-twentieth centuries contextualizing it in mass schooling and educational reform, on the one hand, and ideas about eugenics and natural ability, on the other hand. Woolridge's main argument is that, as a social and political movement, educational psychology advanced the meritocratic ideal that educational opportunity should be determined by natural ability and that this ability could be measured with psychological tests. For the US, Chapman 1988 and Zenderland 1998 perform a similar kind of work focusing on the history of intelligence testing in American society more broadly. Chapman 1988 contextualized the rise of ability testing in public schools from the 1890s to the 1930s in the development of urban society and schooling as well as hereditarian ideas about individual development in Progressive Era America. Zenderland 1998 specifically focuses on the early institutional history of intelligence testing in the US from, roughly, 1900 to 1920. More recently, Carson 2007 has taken a *long durée* approach to the concepts of merit and intelligence comparing French and American ideas and methods of measuring talent and mental abilities from the late eighteenth to the mid-twentieth centuries. Specifically focusing on the history of intellectual disability in America, ch. 5 of Trent 2017 contextualizes the beginnings of intelligence testing in 'feeble-minded' children in the rise of compulsory schooling and special education, on the one hand, and eugenic ideas, on the other hand. According to Trent, in the first two decades of the twentieth century, intelligence testing worked in tandem with

hereditary ideas to cast mentally disabled children as a menace to American society. More recently, smaller studies have explored various aspects of psychological testing in children in other institutional, national, and intellectual contexts. For example, Byford 2014 argues that mental testing in early twentieth century Russian child sciences functioned as a boundary object that allowed psychiatrists, psychologists, and pedagogues to negotiate professional terrains and institutional structures; Mülberger, Balltandre and Graus 2014 shows how teachers in early twentieth century Spain used intelligence testing to both boost the scientific aspirations of pedagogy and demonstrate the quality of public primary school teaching; from the perspective of material culture; Young 2015 contends that the Cattell Infant Intelligence Scale, which was a frequently used tool for assessing intelligence in very young children in mid-twentieth century US, relied on normative ideas about play behavior; Bultman 2020 explores the use of the Rorschach test in a Dutch state reform school for girls in mid-twentieth century arguing that it contributed to the social construction of a specific kind of 'delinquent girl' defined by a specific constellation of drives, desires, and neuroses.

Bultman, Saskia. 2020. "Seeing Inside the Child: The Rorschach Inkblot Test as Assessment Technique in a Girls' Reform School, 1938–1948." *History of Psychology* 23:312–32.

Examines the use of Rorschach tests in a Dutch reform school for girls in mid-twentieth century. Drawing on the works of Michel Foucault, Nikolas Rose, and Ian Hacking, it argues that the Rorschach test contributed to the construction not only of a specific type of delinquency but also of disciplinary power. The introduction provides a quite comprehensive overview of recent scholarship on mental testing (that goes beyond this bibliographic entry's focus on child psychology).

Byford, Andy. 2014. "The Mental Test as a Boundary Object in Early-20th-Century Russian Child Science." *History of the Human Sciences* 27, no. 4 (4): 22–58.

<https://doi.org/10.1177/0952695114527598>.

Investigates the history of mental testing in Russia from the 1890s to the 1930s showing how it served evolving purposes of psychological experimentation, pedagogical examination, and medical diagnosis, and was thus employed for various and partly conflicting professional agendas.

Chapman, Paul Davis. 1988. *Schools as Sorters: Lewis M. Terman, Applied Psychology, and the Intelligence Testing Movement, 1890-1930*. New York: New York University Press.

<http://archive.org/details/schoolsassorters0000chap>.

Uses the work and life of psychologist Lewis T. Terman (1877-1956) as a window on the history of intelligence testing in the US from the 1890s to 1930s. Pays particular attention to the role of testing in the evolving American school system.

Carson, John. 2007. *The Measure of Merit: Talents, Intelligence, and Inequality in the French and American Republics, 1750-1940*. Princeton: Princeton University Press.

A cultural history of the concepts of talent and intelligence and their measurements in France and America from late-eighteenth to the mid-twentieth centuries. Shows how these concepts have been used in different ways to justify social, political, educational, professional, and racial inequalities. Highlights the role of the human sciences in defining merit and intelligence in both countries but also shows the distinct ways in which American and French culture came to assess merit relying on a quantification of intelligence and a system of educational training, respectively.

Mülberger, Annette, Mónica Balltandre, and Andrea Graus. 2014. "Aims of Teachers' Psychometry: Intelligence Testing in Barcelona 1920." *History of Psychology* 17, no. 3: 206–22.

Uses the case study of intelligence testing by a public primary school teacher in Barcelona to shed light on the history of mental testing, the school system, pedagogy and child psychology in Spain.

Trent, James W. 2017 [1995]. *Inventing the Feeble Mind: A History of Intellectual Disability in the United States*. New York: Oxford University Press.

A history of intellectual disability in the US from the nineteenth to the late twentieth century showing how the meaning of intellectual disability was shaped through changing social, state, and institutional policies, programs, and practices. Ch. 5 shows how, in the Progressive Era, mental testing of children served as an argument for institutional segregation, marriage restrictions, and sterilization of intellectually disabled persons.

Wooldrige, Adrian. 2006. *Measuring the Mind: Education and Psychology in England, c. 1860 - c. 1990*. Cambridge: Cambridge University Press.

Investigates the rise (and fall) of pedagogical psychology in Britain from the late nineteenth to the mid-twentieth century. Focused on institutional history, biographies of key practitioners such as James Sully, Cyril Burt, and Susan Isaacs, and the social and political context of British school education, Wooldrige argues that educational psychology combined a passion for the measurement of natural abilities with a commitment to child-centered education. Originally published 1994.

Young, Jacy L. 2015. "Test or Toy? Materiality and the Measurement of Infant Intelligence." *History of Psychology* 18 (2): 103–18. <https://doi.org/10.1037/a0038862>.

Analyzes the materiality, history and scientific context of the Cattell Infant Intelligence Scale in mid-twentieth century North America. Points to the proximity of mental testing material and toys, and shows how the use of the test relied on contemporary assumptions about appropriate play behavior.

Zenderland, Leila. 1998. *Measuring Minds: Henry Herbert Goddard and the Origins of American Intelligence Testing*. Cambridge: Cambridge University Press.

<http://archive.org/details/measuringmindshe0000zend>.

Examines the history of early American intelligence testing through an examination of both the biography of Henry Hebert Goddard (1866-1957) and institutional developments in the first two decades of the twentieth century. The objective is to push historical exploration beyond the hereditary-environmental debate and show a variety of controversies that shaped the introduction of intelligence testing such as how to diagnose mental disability and how to define the institutional settings of special education. Provides a careful analysis of the historical semantics of contemporary controversies.

### **Child Developmental Research (Interwar Years)**

Thompson, Hogan and Clark 2012 provides an overview of the history of child developmental research in Europe and the US from a practitioners' perspective, setting it into the context of both the child study movements and research trends in the second half of the twentieth century. Smuts 2006 also provides a concise overview of disciplinary and intellectual developments in the interwar period, but the account of infant research is limited to an almost exclusive focus on Arnold Gesell. Ch. 2 of Guenther 2021 adds a perspective on the material culture of testing young children, also discussing lesser known (female) psychologists such as Mary Shirley and Nancy Bayley. Pickren et al. 2012 provides useful biographical information on selected practitioners in the field. In addition to these studies of major disciplinary, methodological, and intellectual trends, various smaller contributions have explored both the social context and particular aspects of the work of major practitioners such as Arnold Gesell, Florence Goodenough, and Charlotte Bühler. I will discuss selected examples that convey an idea of main themes of (mostly) recent scholarship: Curtis 2013 provides an analysis of Arnold Gesell's use of cinematography and contextualizes his work in both disciplinary developments in psychology and theories about biological growth. Ossmer 2021 also pays attention to Gesell's use of film technology but shifts the focus to his mobilization of the technology for the promotion of a new model of normal development that resonated with liberal educational ideas in the Progressive Era. Harris 2011 and Weizmann 2010 critically assess Gesell's work against the background of eugenics and contemporary ideas about hereditary and environmental influences on psychic development. Hermann 2001 explores Arnold Gesell's efforts at making child adoption a scientific enterprise. Cravens 1993 and Pols 2002 provide social histories of the Iowa Child Welfare Research Station and the Toronto program in child development, respectively. Cravens 1991 provides a useful account of nature versus nurture debate between 'behaviorists' and 'maturationists.' Johnson 2015 focuses on the work of Florence Goodenough and discusses women's participation in interwar child development research more broadly. Finally, Benetka and Sluneko 2015 conveys an overview of the work of Charlotte Bühler's child psychological research group in Vienna.

Benetka, Gerhard, and Thomas Slunecko. 2015. "Das Wiener psychologische Institut und die Herausbildung der Entwicklungspsychologie." In *Charlotte Bühler und die Entwicklungspsychologie*, edited by Lieselotte Ahnert, 9–17. V&R Academic. Wien: V&R Unipress.

A brief institutional and intellectual history of Charlotte Bühler's child developmental research during the interwar years contextualizing it in the contemporary social history of Vienna.

Cravens, Hamilton. 1991. "Behaviorism Revisited: Developmental Science, the Maturation Theory, and the Biological Basis of the Human Mind, 1920s–1950s." In *The Expansion of American Biology*, edited by Keith Rodney Benson, Jane Maienschein, and Roland Rainger, 133–63. New Brunswick: Rutgers University Press.

Reviews the history of behaviorist and maturationist approaches in developmental psychology from the 1920s to 1940s pointing out that ideas about heredity and environment informed both schools of thought and that they overlapped and interacted more dynamically than often assumed. From this perspective, it that both approaches reflected contemporary ideas about the position of the individual in American society.

Cravens, Hamilton. 1993. *Before Head Start: The Iowa Station and America's Children*. Chapel Hill: The University of North Carolina Press.

Provides a history of the Iowa Child Welfare Station from the 1930s to the 1950s using the research and scientific debates at the station as a window on broader concerns about heredity and environment, and innate intelligence and social learning in child development in American culture and society during this period.

Curtis, Scott. 2011. "'Tangible as Tissue': Arnold Gesell, Infant Behavior, and Film Analysis." *Science in Context* 24 (3): 417–42. <https://doi.org/10.1017/S0269889711000172>.

Explores Arnold Gesell's cinematographic method of infant research situating it in the disciplinary and social context of contemporary developmental psychology. Emphasizes how cinematography helped child psychology to gain scientific legitimacy in making 'mental growth' visible and tangible.

Harris, Ben. 2011. "Arnold Gesell's Progressive Vision: Child Hygiene, Socialism and Eugenics." *History of Psychology* 14:311–34.

Contextualizes Arnold Gesell's early views on child hygiene in contemporary ideas about eugenics and social engineering.

Herman, Ellen. 2001. "Families Made by Science: Arnold Gesell and the Technologies of Modern Child Adoption." *Isis* 92 (4): 684–715.

Shows how Arnold Gesell and other developmental researchers sought to turn child adoption into an arena of scientific expertise in the US in the interwar period. Argues that scientific approaches relied on a unitary model of 'natural' kinship that sought to match children to families with the help of mental tests, developmental scales, and psychological theories about heredity and environment.

Johnson, Ann. 2015. "Florence Goodenough and Child Study: The Question of Mothers as Researchers." *History of Psychology* 18 (2): 183–95. <https://doi.org/10.1037/a0038865>.

Examines the work of developmental psychologist Florence Goodenough from the 1920s to the 1940s highlighting her continuous support for maternal record-keeping and descriptive observational research at a time when laboratory-controlled studies were coming to dominate much of the field.

Ossmer, Carola. 2020. "Normal Development: The Photographic Dome and the Children of the Yale Psycho-Clinic." *Isis: International Review Devoted to the History of Science and Its Cultural Influences* 111:515–41. <https://doi.org/10.1086/711127>.

Explores the material, social, and intellectual context of Arnold Gesell's photographic research program pointing out how the very materiality of the research setting was linked to cultural understandings of norms and normality.

Pickren, Wade E., Donald A. Dewsbury, and Michael Wertheimer. 2012. *Portraits of Pioneers in Developmental Psychology*. New York: Psychology press.

An informative source for exploring the biographies, works, and the social and institutional context of major practitioners in the history of developmental psychology including well known figures such as Arnold Gesell, Florence L. Goodenough, Charlotte Bühler and Jean Piaget, as well as less known psychologists such as Lois Barclay Murphy, Eleanor J. Gibson, and Mamie Phipps Clark.

Pols, Hans. 2002. "Between the Laboratory and Life: Child Development Research in Toronto, 1919-1956." *History of Psychology* 5:135.

Reviews the history of a research program in developmental psychology at the University of Toronto from the 1920s to the 1950s. Points to the holistic and ecological approach of the program and attributes it to a historically specific alliance between psychologists and educators.

Thompson, Dennis, John D. Hogan, and Philip M. Clark. 2012. *Developmental Psychology in Historical Perspective*. Chichester: Wiley-Blackwell.

An overview of the history of developmental psychology discussing main trends of research, leading practitioners, as well as the wider social and institutional context of the scientific study of children. Focuses on the early twentieth century but also provides a brief assessment of developments after World War II.

Weizmann, Fredric. 2010. "From the 'Village of a Thousand Souls' to 'Race Crossing in Jamaica': Arnold Gesell, Eugenics and Child Development." *Journal of the History of the Behavioral Sciences* 46 (3): 263–75. <https://doi.org/10.1002/jhbs.20440>.

Examines Arnold Gesell's involvement in and comments to eugenics and race through the 1910s to 1930s. Sees them as a part of a broader tension in science and liberal society between a belief in social and economic equality and a belief in the importance of innate qualities.

### **Child Guidance**

Horn 1989 examines the history of the American child guidance movement during the first half of the twentieth century focusing on funding and promotion by the Commonwealth Fund. Jones 1999 similarly explores American child guidance in the first half of the century but pays particular attention to the social dynamics of clinical practice: based on an analysis of records at the Judge Baker clinic, it emphasizes that child guidance was characterized by a psychodynamic approach to troublesome children that made parents and especially mothers responsible for their children's behavioral problems. Markowitz and Rosner (1996) provides a perspective on child guidance and racism in mid-twentieth century US exploring Kenneth and Mamie Clark's Northside Center for Child Development in Harlem from its foundation in the 1940s to its struggles for a multiethnic community service in the 1970s and 1980s. For Britain, Thom 1992 and Stewart 2015 provide historical accounts of early twentieth century child guidance: Thom 1992 focuses on the early development of the Child Guidance Council in London. Stewart 2015 is more comprehensive exploring the emergence of British child guidance in the context of a wider concern with political and social stability from the interwar to the post-World-War II period. In many Western European countries, child guidance clinics were only founded after the Second World-War and often advanced psychoanalytic and psychodynamic approaches. English-language scholarship on these developments remains fragmentary: Bakker 2021 provides a short account of outpatient mental health care in the Netherlands. Kritsotaki 2014 explores a child guidance clinic in Athens, Greece. Ch. 4 of Bates 2022 provides a perspective on developments in France. Finally, Richardson 1989 provides a slightly dated but still informative account of the history of the mental hygiene movement (including child guidance, scientific child study, educational reform, child welfare policy) in the US and Canada in first half of the twentieth century.

Bakker, Nelleke. 2021. "From Talking Cure to Play- and Group-Therapy: Outpatient Mental Health Care for Children in the Netherlands c. 1945–70." *History of Psychiatry* 32:385–401.  
<https://doi.org/10.1177/0957154X211024919>.

Explores the history of outpatient mental health care for children in the Netherlands in the post-war period. Argues that outpatient services significantly expanded after the Second World War and heavily relied on Freudian approaches. At the same time, it locates a shift in the 1960s from child guidance clinics

to university clinics, and from psychiatrists to social workers and psychologists who advanced new forms of psychotherapeutic treatment.

Bates, Richard. 2022. *Psychoanalysis and the Family in Twentieth-Century France: Françoise Dolto and Her Legacy*. Studies in Modern French and Francophone History. Manchester: Manchester University Press.

Examines the biography and activities of psychoanalyst Françoise Dolto — a highly popular child-rearing expert and a close ally of Jacques Lacan — to shed light on the changing relationship between psychoanalysis and the family in France across the twentieth century. An excellent introduction to the history and enduring role of psychoanalysis in French society. In addition, it provides a historical account of the country's first child psychiatric outpatient clinic, the Centre Claude Bernard, founded in 1946.

Horn, Margo. 1989. *Before It's Too Late: The Child Guidance Movement in the United States, 1922-1945*. American Civilization. Philadelphia: Temple University Press.

A history of the American child guidance movement in the first half of the twentieth century focusing on the activities of the Commonwealth Fund which was the main sponsor and organizer of child guidance clinics during that time. Contextualizes the movement in the history of child welfare in early twentieth century America and traces the institutional history of the child guidance clinics, the motivation of the sponsors, the history of the involved profession, and a shift from behaviorist approaches in the 1920s to psychodynamic approaches in the 1930s.

Jones, Kathleen W. 1999. *Taming the Troublesome Child: American Families, Child Guidance, and the Limits of Psychiatric Authority*. Cambridge: Harvard University Press.

A history of American child guidance in the first half of the twentieth century focusing on the professions, professional authority, and clinical practice. Traces the interdisciplinary collaboration of psychiatrists, psychologists, and social workers, shows how child guidance shaped professional developments in these fields, and reconstructs the therapeutic interactions between practitioners and families. The main argument of the book is that child guidance can be considered 'the wellspring of modern mother-blaming.'

Kritsotaki, Despo. 2014. "Mental Hygiene and Child Guidance in Post-War Greece: The Case of the Centre for Mental Health and Research, 1956–1970." *Social History of Medicine* 27 (4): 751–67.  
<https://doi.org/10.1093/shm/hku045>.

Explores the activities of the Centre for Mental Health and Research in Athens from the 1950s to 1970s characterizing it, on the one hand, as part of a broader international movement towards expanding facilities for child mental health care and, on the other hand, as marked by social, political, and professional conflicts in post-war Greece.

Markowitz, Gerald, and David Rosner. 1996. *Children, Race, and Power: Kenneth and Mamie Clark's Northside Center*. New York: Routledge.

Traces the institutional and social history of the Clarks' Northside Center in Harlem from the 1940s to the 1980s contextualizing it in contemporary struggles against segregation and racism in the US. Shows how the center grew out of the Clarks' commitment to fight against the detrimental impact of segregation and racism on the identity and self-image of black children, and traces how the practitioners at the Center struggled to maintain a comprehensive set of interracial therapeutic and educational services in the face of recurring social, economic, and political crises.

Richardson, Theresa R. 1989. *The Century of the Child: The Mental Hygiene Movement and Social Policy in the United States and Canada*. Albany: State University of New York Press.

<http://archive.org/details/centuryofchildme0000rich>.

Traces how a focus on child mental hygiene emerged in medicine, psychiatry, psychology, scientific philanthropy, education, and health policy in the US and Canada in the late nineteenth and early twentieth centuries. Informed by the works of Michel Foucault, the book conceptualizes this development as the birth of a "childhood gaze" characterized by an emphasis on direct observation of children, an attention to origins and beginnings, and a concern for a public policy focused on child health. Also pays attention to differences between the US and Canada.

Stewart, John. 2015. *Child Guidance in Britain, 1918–1955: The Dangerous Age of Childhood*. London: Routledge.

Chronicles the development of child guidance in Britain from its establishment in the 1920s through its growing importance in the 1930s to its embedment into the British welfare state in the early 1950s. Points to conflicting aspirations of the professions involved, traces the establishment of clinics across the UK, and reconstructs the wider social history in which these institutions took part.

Thom, Deborah. 1992. "Wishes, Anxieties, Play, and Gestures: Child Guidance in Inter-War England." In *In the Name of the Child: Health and Welfare, 1880–1940*, edited by Roger Cooter, 200–219. Studies in the Social History of Medicine. London: Routledge.

An overview of the development of child guidance in interwar Britain focusing on the Child Guidance Council in London. Highlights its complex institutional, theoretical, and professional landscape arguing that child guidance during this period might best be understood as a network of competing theories and practices.

## **Child Psychoanalysis**

Geissmann and Geissmann 1998 is a dated but still the most comprehensive overview of the intellectual and professional history of child psychoanalysis in Europe and the Americas from the early to the late twentieth century, written from a practitioner's perspective. Ch. 10 of Zaretsky 2004 and ch. 11 of Makari 2010 provide cultural histories of the formation and rise of child analysis focusing on the work of Anna Freud and Melanie Klein, and their respective schools of thought. Graham 2009 explores the biography of psychologist Susan Isaacs — a major popularizer of (Kleinian) child psychoanalysis in interwar Britain. Shapira 2013 traces the development and public transmission of psychoanalytic concepts of child development in Britain from the interwar to the post-World-War II period. Shapira's main argument is that these concepts shaped ideas about democratic selfhood in post-war society. Bar-Haim 2021 similarly explores psychoanalytic ideas about child development in Britain from the interwar to the post-war period but focuses on the social and political role that practitioners attributed to maternal care, especially for the design of the post-war welfare state. For the U.S., Mayes and Lassonde 2014 explore the records of the Yale longitudinal study — a psychoanalytic observational study at the Yale child study center that run from the mid-1950s to mid-1960s — to shed light on contemporary ideas about childhood, the family, and scientific observation. Joice 2021 and Rietmann 2024 examine mid-century psychoanalytic-oriented infant research showing how child psychologists and psychiatrists drew on cinematographic evidence to critically engage with gendered ideas about psychopathology in early childhood. Doroshow 2019 provides an assessment of the impact of psychodynamic and psychoanalytic theory on residential treatment of mentally ill children in the U.S. from the mid- to the late-twentieth century. Van de Horst 2011 provides a biographically oriented account of the development of John Bowlby's theory of attachment from, roughly, the 1930s to the 1970s. Vicedo 2013 critically discusses the scientific and cultural history of attachment theory with a focus on the U.S. pointing to the gendered nature of underlying conceptions of maternal love. Finally, Bates 2022 explores the lasting cultural influence of child psychoanalysis in France through the work and life of Françoise Dolto (1908-1988).

Bar-Haim, Shaul. 2021. *The Maternalists: Psychoanalysis, Motherhood, and the British Welfare State*. Philadelphia: University of Pennsylvania Press.

Traces how psychoanalytic ideas about maternal care informed social theorists, educators, and policymakers in the design of the British welfare state spanning the interwar to the postwar period.

Doroshow, Deborah Blythe. 2019. *Emotionally Disturbed: A History of Caring for America's Troubled Children*. Chicago, IL: University of Chicago Press.

Examines the history of residential treatments centers for children in the US from the early to the late twentieth century. Points to the importance of emotional disturbance as a new diagnostic category and explores the psychoanalytically oriented approach of milieu therapy that informed clinical practice at these centers.

Geissmann, Pierre, and Claudine Geissmann-Chambon. 1998. *A History of Child Psychoanalysis*. London: Routledge.

An intellectual and biographical history of child psychoanalysis across the twentieth century focusing on influential practitioners and schools of thought.

Graham, P. J. 2009. *Susan Isaacs: A Life Freeing the Minds of Children*. London: Routledge.

Traces the work and life of the British psychologist and psychoanalyst Susan Isaacs who played an important role in early childhood education and the popularization of Kleinian psychoanalysis in interwar Britain.

Horst, Frank C. P. van der. 2011. *John Bowlby: From Psychoanalysis to Ethology. Unravelling the Roots of Attachment Theory*. Oxford: Wiley-Blackwell.

A biographical approach to the history of attachment theory exploring the work and life of John Bowlby as well as key theoretical influences on his work, notably ethological research.

Joice, Katie. 2021. "Mothering in the Frame: Cinematic Microanalysis and the Pathogenic Mother, 1945–67." *History of the Human Sciences* 34:105–31. <https://doi.org/10.1177/0952695120924266>.

Explores microanalytic observational studies of mother-infant interaction by psychologist Sylvia Brody and other psychoanalytic and anthropological researchers in the US from the mid-1940s to mid-1960s. Highlights the role of these studies in the foundation of the nascent discipline of infant psychiatry.

Makari, George. 2008. *Revolution in Mind: The Creation of Psychoanalysis*. New York: Harpercollins.

An intellectual, social, and political history of psychoanalysis in the first half of the twentieth century largely telling it as a story of heated intellectual debates and political struggles. Includes a chapter on the controversies between Anna Freud and Melanie Klein and their respective followers, as well as the subsequent rise of American ego psychology.

Mayes, Linda C., and Stephen Lasonde, eds. 2014. *A Girl's Childhood: Psychological Development, Social Change, and the Yale Child Study Center*. New Haven, CT: Yale University Press.

Uses the records of a psychoanalytic longitudinal study at Yale University from the mid-1950s to mid-1960s to explore contemporary child developmental theory and psychotherapeutic practice. Contextualizes the records in the sociocultural context of Cold War America.

Rietmann, Felix E. 2024. "Mother-Blaming Revisited: Gender, Cinematography, and Infant Research in the Heyday of Psychoanalysis." *History of the Human Sciences* 37 (2): 87–116.

<https://doi.org/10.1177/09526951231187556>.

Examines cinematographic observational studies of infants conducted by a loosely connected group of female psychologists and physicians (Margaret Fries, Sibylle Escalona, Anneliese Korner) in the USA from the 1930s to the 1960s. Argues that these works provided a critical perspective on contemporary notions of 'pathological mothering.'

Shapira, Michal. 2013. *The War inside: Psychoanalysis, Total War, and the Making of the Democratic Self in Postwar Britain*. New York: Cambridge University Press.

Investigates the role of psychoanalysis in the shaping of ideas about democratic selfhood in Britain during and after the Second World War. Engages with many foundational topics in the history of child psychoanalysis such as Anna Freud's work in wartime nurseries, Melanie Klein's psychotherapeutic treatments of children during the war, Donald Winnicott's psychoanalytic radio programs, and the work of John Bowlby and others on hospitalized children and separation anxiety.

Vicedo, Marga. 2013. *The Nature and Nurture of Love: From Imprinting to Attachment in Cold War America*. Chicago: University of Chicago Press.

A history and critical assessment of attachment theory from the mid-century work of John Bowlby to the development of the strange situation test by Mary Ainsworth. Highlights the broader social and intellectual context in which the theory emerged, discusses its reception in the US, and critically points to gendered and normative conceptions about caregiving and the mother-child relationship that informed it.

Zaretsky, Eli. 2004. *Secrets of the Soul: A Social and Cultural History of Psychoanalysis*. New York, NY: Random House.

Tells a cultural history of the psychoanalytic movement from the late nineteenth to the mid-twentieth centuries highlighting its relationship to larger issues of modern culture such as shifting gender roles, the rise of consumer culture, and other political and economic changes. Includes a chapter on child analysis and the emphasis on the mother-infant relationship in the postwar welfare state.

### **Cognitive Psychology and Developmental Neuroscience**

Scholarship on the history of cognitive psychology and developmental neuroscience specifically addressing children is quite thin. The following works provide helpful perspectives on these fields even if not always primarily focusing on child psychology: Parke et al. 1994 provides a biographically oriented account of the history of developmental psychology from a practitioner's perspective linking the field's agenda at the end of the twentieth century to the objectives of child developmental research in the beginning of the century. Cohen-Cole 2013, esp. chaps. 5-8, engages with developments in pedagogical psychology and theories of learning in mid-twentieth century US. Skagius 2019 points to the co-existence of psychodynamic and neuroscientific models of child mental health in Swedish newspapers at the end of the twentieth century. Furthermore, several scholars have discussed cognitive psychology and

developmental neuroscience in the context of histories of diseases and psychiatric disorders. For example, examining the history of autism across twentieth century Britain, Evans 2019, esp. chaps. 4-6, argues that child psychological and psychiatric epidemiological studies significantly contributed to the shift from psychodynamic to cognitive and neurodevelopmental theories since the 1960s. Vicedo 2021 similarly shows how autism was reshaped from a psychodynamic disease into a neurodevelopmental disability since the 1960s, however, shifting attention to the role of activism by parents and especially mothers in North America. Equally with a focus on North America, Smith 2012 explores the history of hyperactivity showing how biological and neurological explanations became predominant in the 1960s. Finally, recent sociological and anthropological studies engage with the 'neuroscientific turn' in the mind sciences, partly also addressing child psychology and children. From a sociological perspective, Rose and Abi-Rached 2013 argues that the neurosciences and neuro-disciplines have brought about a profound shift in the understanding and social management of the self; they refer to ideas about childhood development and child-rearing throughout their account but do not discuss child psychology in any depth. Based on ethnographic fieldwork in a pediatric pain clinic, Buchbinder 2015 analyzes the importance of the brain sciences for explaining pediatric pain in the late 2000s. Rapp 2016 uses fieldwork in a US pediatric neuroscientific laboratory to draw attention to epistemological gaps between evolving medico-scientific and advocacy understandings of neurodevelopmental conditions. Adopting a biosocial perspective, Emmott and Gibbon 2024 provides an overview of other recent anthropological approaches to child development and early life. Finally, Burman 2008 critically assesses present theories and debates in developmental psychology based on a historically informed analysis of underlying moral, cultural, and ideological notions.

Buchbinder, Mara. 2015. *All in Your Head: Making Sense of Pediatric Pain. All in Your Head*. Oakland: University of California Press.

An ethnographic study of a pediatric pain clinic in the US in the late 2000s. It is mainly concerned with the social and relational aspects of pain (in adolescents). In this context, the book also discusses psychosomatic and neuroscientific models of pain.

Burman, Erica. 2008. *Deconstructing Developmental Psychology*. 2nd ed. London: Routledge.

A classic point of reference for critical historical assessments of developmental psychology. The first edition was published in 1994, and the second edition has been substantially revised and updated. The second edition engages with many recent developments in the field such as the rise of cognitive psychology, the late twentieth century reception of the theories of Piaget and Vygotsky, recent research on attachment, studies of fatherhood, and discussion about children's needs and rights. Broadly speaking, one of the main arguments of the book is that developmental psychological relies on individualist notions of development failing to analyze the social in an appropriate way.

Cohen-Cole, Jamie Nace. 2014. *The Open Mind: Cold War Politics and the Sciences of Human Nature*. Chicago, IL: The University of Chicago Press.

Tells a history of postwar American psychology focusing on the intellectual and moral values of liberal intellectuals. Argues that the mid-twentieth century cognitive turn in American psychology was linked to ideas about democratic selfhood. Includes an account of the 'cognitive revolution' in psychology and related efforts at educational reform and public policy.

Emmott, Emily H., and Sahra Gibbon. 2024. "Understanding Child Development: A Biosocial Anthropological Approach to Early Life." In *The Handbook of DOHaD and Society: Past, Present, and Future Directions of Biosocial Collaboration*, edited by Jaya Keaney, Michael Penkler, Michelle Pentecost, and Tessa Moll, 231–40. Cambridge: Cambridge University Press.

This chapter in a handbook on research in the field of the Developmental Origins of Health and Disease provides a review of anthropological studies engaging with childhood and child development. It argues for a biosocial approach to child development.

Evans, Bonnie. 2017. *The Metamorphosis of Autism: A History of Child Development in Britain. The Metamorphosis of Autism*. Manchester: Manchester University Press.

A history of autism in Britain from the 1920s to the 1980s. Emphasizes how the diagnostic category was reshaped by British developmental psychologists and child psychiatrists in the 1950s and 1970s linking this transformation, on the one hand, to changes in social policy and, on the other hand, to a rise of epidemiological and statistical studies.

Parke, Ross D., Peter A. Ornstein, John J. Rieser, and Carolyn Zahn-Waxler, eds. 1994. *A Century of Developmental Psychology*. Washington, DC: American Psychological Association.

This edited volume provides a historical account of developmental psychology focused on the biographies and works of leading practitioners written from a practitioner's perspective.

Rapp, Rayna. 2016. "Big Data, Small Kids: Medico-Scientific, Familial and Advocacy Visions of Human Brains." *BioSocieties* 11 (3): 296–316. <https://doi.org/10.1057/biosoc.2015.33>.

An anthropological study of big data techniques in a pediatric neuroscience laboratory pointing to differences between evolving medico-scientific, familial and advocacy visions of cognitive disabilities and developmental disorders in children.

Rose, Nikolas S., and Joelle M. Abi-Rached. 2013. *Neuro: The New Brain Sciences and the Management of the Mind*. Princeton, N.J: Princeton University Press.

Critically assesses the rise of the neurosciences from a sociological perspective. Rather than a historical account of child psychology, it provides an historically informed framework of interpretation discussing

implications of the rise of the brain sciences for understandings of selfhood. Child rearing and child education take a quite central place in the discussion even if they are not discussed as a separate topic.

Skagius, Peter. 2019. "Brains and Psyches: Child Psychological and Psychiatric Expertise in a Swedish Newspaper, 1980–2008." *History of the Human Sciences* 32:76–99.  
<https://doi.org/10.1177/0952695118810284>.

Analyzes how psychological experts have discussed child mental health in Sweden's largest morning newspaper from the 1980s to the 2000s. Distinguishes a psychodynamic and a neuro-centered mode that come with different theoretical and therapeutical commitments.

Smith, Matthew. 2012. *Hyperactive: The Controversial History of ADHD*. London: Reaktion Books. Examines the history of hyperactivity in the US from the 1920s to the present. Highlights the role of both pharmaceutical companies and sociological factors in the rise of biological approaches and understandings of the disorder in the 1960s and 1970s.

Vicedo, Marga. 2021. *Intelligent Love: The Story of Clara Park, Her Autistic Daughter, and the Myth of the Refrigerator Mother*. New York: Beacon Press.

Uses the personal archive of the writer and autism advocate Clara Park to tell the history of autism in the US focusing on the period between the 1950s and 1980s. Emphasizes the role of parent activism in changing autism from a psychodynamic disorder attributed to 'refrigerator mothers' to a neuro-developmental disability.

### **Child-Rearing (Twentieth Century)**

There is a considerable body of scholarship on the relationship between twenty-century child-rearing advice and changing social, psychological, and medical understandings of childhood and child development. This section does not cover this scholarship in a comprehensive way but only present selected examples to indicate central themes and areas of research: Hulbert 2003 provides an entertaining and insightful account of expert advice on child-rearing in the US from the late nineteenth-century child study movements to the late twentieth-century neurosciences. Hulbert skillfully situates eminent experts in their respective historical, social, economic, and moral contexts. Apple 2006 similarly reviews medical and scientific advice on child-rearing from late nineteenth to late twentieth century America but focuses on evolving ideas about scientific motherhood. Moving from ideas to devices, Doroshov 2010 examines the history of the bedwetting alarm to cure enuresis. Doroshov argues that the alarm, invented by US behaviorist psychologists in 1938, promoted both behavioristic intervention and a child-centered approach thus blurring conventional chronologies of child-rearing theories that present those two approaches as successive and mutually exclusive paradigms. Adopting a comparative perspective, Schumann 2010 examines child welfare and child rearing in the US and German central

Europe across the twentieth century. For Britain, Urwin and Sharland 1992 discusses childcare literature during the interwar period pointing not only to a shift from the body to the mind but also to a growing state interest in parenting as a form of social regulation. Shapira 2017 emphasizes the importance of Susan Isaacs' parenting advice columns as a vehicle for popularizing Kleinian psychoanalysis in inter-war Britain. Finally, child psychological expert knowledge has received growing attention in the social science field of parenting studies. For example, in the framework of an anthropological study of childrearing, Preissler 2024 traces the investment of the Swiss state in early childhood education over the last decades and highlights how the Swiss state relies on local free-of-charge mothers' and fathers' advisors to transmit ideas about 'good' mothering and parenting. Based on the work of Michel Foucault, Preissler reads this as a modern mode of pastoral disciplinary power. Faircloth, Hoffman, and Layne 2013 provides a global perspective on parenting based on sociological and anthropological studies. The volume points to tensions between a globally circulating discourse about 'good' parenting and other local, cultural, and individual needs.

Apple, Rima D. 2006. *Perfect Motherhood: Science and Childrearing in America*. New Brunswick, N.J.: Rutgers University Press.

Examines evolving ideas about scientific motherhood in scientific and medical advice on child-rearing in the US from the late nineteenth to the late twentieth centuries. Emphasizes the active engagement of women with these ideas.

Doroshov, Deborah Blythe. 2010. "An Alarming Solution: Bedwetting, Medicine, and Behavioral Conditioning in Mid-Twentieth-Century America." *Isis* 101 (2): 312–37. <https://doi.org/10.1086/653095>. Provides a biography of the bedwetting alarm in mid-twentieth century US showing how the use of the device shaped the identity of bedwetting and became a site for the social negotiation of child-rearing theory and practice among experts and families.

Faircloth, Charlotte, Diane M. Hoffman, and Linda L. Layne, eds. 2013. *Parenting in Global Perspective: Negotiating Ideologies of Kinship, Self and Politics*. Relationships & Resources. London: Routledge. This edited volume includes anthropological and sociological studies of parenting in a variety of cultural, geographical and historical contexts. Most contributions focus on North America or Europe but there are also perspectives from Turkey, Chile, and Brazil. Broadly speaking, the contributions discuss the interaction between the (Western) ideology of intensive parenting and local and indigenous ideas about raising children.

Hulbert, Ann. 2003. *Raising America: Experts, Parents, and a Century of Advice about Children*. New York: Alfred A. Knopf.

A historical account of expert advice on child-rearing in twentieth-century America. Each chapter focuses on a couple of experts of conflicting schools of thought but characteristic for a given historical epoch moving from early twentieth experts such as Arnold Gesell and John Watson to late twentieth century experts such as T. Berry Brazelton and Penelope Leach.

Preissler, Laura Katharina. 2024. "Governing Parents: Early Childhood, Intensive Mothering and Disciplinary Power in Switzerland." PhD diss., Lucerne, Switzerland: University of Lucerne. Zenodo.  
<https://doi.org/10.5281/zenodo.10908314>.

An anthropological study of parenting in Switzerland. Based on field work in state counseling services and a historical review of state investment in parenting, it argues that young children have increasingly become the target of preventive expert monitoring and guidance. Points to conflicting emotions in parents that have resulted from this state investment and interprets both state investment and emotional conflicts with Foucault's concept of disciplinary power.

Schumann, Dirk, ed. 2010. *Raising Citizens in the "Century of the Child": The United States and German Central Europe in Comparative Perspective*. New York: Berghahn Books.

This edited volume contains contributions on child rearing and parenting in the US and German central Europe. The contributions do not offer a sustained comparative history but rather show how policymakers, educators, psychological experts, and parents negotiated often conflicting agendas in these two geographical contexts at different moments throughout the twentieth century. The emphasis is on child welfare and, to a lesser extent, education and parenthood.

Shapira, Michal. 2017. "'Speaking Kleinian': Susan Isaacs as Ursula Wise and the Inter-War Popularisation of Psychoanalysis." *Medical History* 61 (4): 525–47. <https://doi.org/10.1017/mdh.2017.57>. Examines Susan Isaacs' magazine columns in the British popular journal *Nursery World* from 1929 to 1936. Argues that these columns show how Isaacs popularized the psychoanalytic work of Melanie Klein to parents and nursery nurses and rebutted behaviorist ideas about parenting.

Urwin, Cathy, and Elaine Sharland. 1992. "From Bodies to Minds in Childcare Literature: Advice to Parents in Inter-War Britain." In *In the Name of the Child: Health and Welfare, 1880-1940*, edited by Roger Cooter, 174–99. Studies in the Social History of Medicine. London: Routledge.

Discusses childcare literature in interwar Britain. Points to a shift from bodies to minds and notably a rise of psychodynamic approaches to pre-school children. From a Foucauldian perspective, it sees this change in relation to a state investment in parenting, shifting aspirations of middle-class parents, and a corresponding shift in mechanisms of social regulation.

## **Global, (Post-)Colonial, and Non-Western Perspectives**

While there is only a very modest body of English-language scholarship specifically focusing on child psychology in non-Western contexts, there is a growing body of research on the global history of childhood and an extensive body of scholarship on the history of the human and medical sciences in (post-)colonial settings. These studies often touch on child psychological and developmental research and knowledge. The following works provide useful points of entry: Morrison 2012 introduces recent developments and key texts in the global history of childhood; Balagopalan 2020 provides a very brief introduction to scholarship on postcolonial childhoods; Allerton 2023 can serve as a good starting point to get an overview of anthropological work on childhood ranging from early twentieth century comparative studies of childcare to recent critical engagements with the global politics of childhood. When it comes to studies of child psychology more narrowly defined, the following studies exemplify recent topics and trends of historical research: in the rather traditional vein of textual exegesis, ch. 10 of Rosenthal 2015 explores medieval Muslim literature and scholarly works pointing to (modest) attempts at discussing mental faculties in children in areas such as education and religious law. Campos 2006 surveys the history of child psychology in Brazil from the late nineteenth to the mid-twentieth century focusing on major pioneers, institutional developments, and foreign, especially French, influences. As a historiographical counterpoint, Birn 2007 emphasizes domestic and regional prerogatives of child health in Latin America in the early twentieth century comprehensively reviewing scholarship on this issue up to the late 2000s. Engaging with more recent scholarship on colonial medicine, Doyle 2019 examines how non-medical researchers in mid-twentieth century Uganda drew on child psychological theories to conceptualize childhood malnutrition as a symptom of difficulties to adapt to colonial modernity. Robertson 2018 examines psychological investigations of Aboriginal children by Australian psychologist Barry Nurcombe and other researchers in the 1960s and 1970s. Robertson argues that quantitative psychological tests, initially introduced in the spirit of compensatory education, contained Western assumptions about intelligence and linguistic competence that ultimately framed the Aboriginal child's mind in terms of 'cultural deprivation.' From the perspectives of history, anthropology, and cultural psychology, Keller and Bard 2017 critically assesses past and present global health initiatives and policy recommendations based on attachment theory arguing that attachment theory relies on normative assumptions about child-rearing and childcare that can be harmful to indigenous communities. Finally, partly in conversation with the so-far discussed areas of scholarship are recent works that critically explore topics at the intersection of race, child welfare, and the history of the human and medical sciences, without necessarily discussing child psychological research and practice in great depth, such as Briggs 2012 and Raz 2020.

Allerton, Catherine. 2023. "Childhood." In *The Open Encyclopedia of Anthropology*, edited by Felix Stein. <https://doi.org/10.29164/20child>.

A review of anthropological work on childhood from the early twentieth to the early twenty-first centuries.

Balagopalan, Sarada. 2020. "Postcolonial Childhoods." In *The SAGE Encyclopedia of Children and Childhood Studies*, edited by Daniel Thomas Cook, 1282–86. Thousand Oaks, CA: SAGE Publications, Inc. <https://doi.org/10.4135/9781529714388.n473>.

This entry in the SAGE Encyclopedia of children and childhood studies briefly reviews approaches in postcolonial studies of childhood since the late 1980s. The Encyclopedia includes many additional entries that provide useful introductions into various areas in the history of childhood and childhood studies.

Birn, Anne-Emanuelle. 2007. "Child Health in Latin America: Historiographic Perspectives and Challenges." *Historia, Ciencias, Saude-Manguinhos* 14 (3): 677–708. <https://doi.org/10.1590/s0104-59702007000300002>.

A historiographical essay on child health in Latin America in the early twentieth century providing a large survey of previous scholarship and pointing to the importance of domestic and regional efforts at child welfare. Does not discuss child psychology in depth but provides important insights into the larger context of child developmental and health policy.

Briggs, Laura. 2012. *Somebody's Children: The Politics of Transracial and Transnational Adoption*. Durham: Duke University Press.

A critical historical engagement with transnational and transracial adoption in the US across the twentieth century. Situates the birth of transnational adoption in Cold War concerns about Communism, points out how the politics of adoption often went hand in hand with violent removals of children from their parents, and traces how adoption was reframed into a concern about both markets and individualized solution to poverty. Refers to child psychological and psychiatric perspectives throughout the text.

Campos, R. H. d F. 2006. "Scientific Psychology in Brazil in the 20th Century: The Dialogue with European Researchers, a Look at Brazilian Culture and a Successful Process of Professionalization." *Physis: Rivista Internazionale Di Storia Della Scienza* 43 (1–2): 301–17.

A historical overview of the intellectual, institutional, and professional development of child psychology in Brazil from the late nineteenth to the late twentieth century. Highlights the influence of European approaches, notably those of Swiss psychologist Edouard Claparède and French psychologist Alfred Binet.

Doyle, Shane. 2019. "Social Disease and Social Science: The Intellectual Influence of Non-Medical Research on Policy and Practice in the Colonial Medical Service in Tanganyika and Uganda." In *Beyond the State: The Colonial Medical Service in British Africa*, edited by Anna Greenwood, 126–52.

Manchester: Manchester University Press.

Examines the participation of non-medical researchers in explorations of social and psychological factors of venereal disease and childhood malnutrition in Tanganyika and Uganda in the mid-twentieth century.

Argues that these researchers used psychological theories to frame local behavioral patterns and somatic diseases in children as imperfect adaptations to 'colonial modernity.'

Keller, Heidi, and Kim A. Bard, eds. 2017. *The Cultural Nature of Attachment: Contextualizing Relationships and Development*. Cambridge, MA: The MIT Press.

This edited volume examines attachment theory from historical, anthropological, and psychological perspectives. The authors argue that attachment theory relies on a culturally bound moral framework that privileges Western ideas about educational practices and the parent-child relationship and can have unexpected and potentially detrimental consequences if uncritically applied to non-Western settings.

Morrison, Heidi, ed. 2012. *The Global History of Childhood Reader*. Routledge Readers in History. London: Routledge.

Introduces the global history of childhood through introductory essays to and key texts in central areas of research.

Raz, Mical. 2020. *Abusive Policies: How the American Child Welfare System Lost Its Way*. Chapel Hill, NC: The University of North Carolina Press.

Traces the history of child abuse policy in the US since the mid-twentieth century arguing that moral panics about child abuse have paved the way for a market-oriented system of child removal and foster care that disproportionately targets poor African American families. Shows how child psychologists, psychiatrists, and pediatricians partly contributed to this phenomenon by first creating and subsequently extending the meaning of the concept of emotional neglect and abuse.

Robertson, David. 2018. "Evaluating the Aboriginal Child's Mind: Assimilation and Cross-Cultural Psychology in Australia." *History of Psychiatry* 29:331–49. <https://doi.org/10.1177/0957154X18782638>.

Explores psychological investigation in Aboriginal children in the 1960s and 1970s putting it into the context of Australian policy of assimilation, evolving educational approaches to social inequality, and corresponding ambiguities about cultural identity, Western norms of psychological functioning, and Aboriginal self-governance.

Rosenthal, Franz. 2015. *Man versus Society in Medieval Islam*. Edited by Dimitri Gutas. Leiden: Brill.

This book on the Muslim intellectual and social history includes a chapter on child psychology that discusses ideas about the child's mind in medieval Muslim literature and scholarly work.

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