

INTRODUCTION.

The author has here undertaken to present as concisely, yet as completely, as possible, the results of the systematic study of children up to date, and has included everything of importance that could be found. This work was greatly needed, and has been done with a thoroughness which all interested in the subject will gratefully recognize. Most observations have been limited to one or more aspects of the vast, many-sided topic. As we are now able to catch a glimpse for the first time of the entire field, we realize the importance of results already achieved, and the yet greater promise of the future. The questions here treated are fundamental for both psychology and pedagogy, for the more fundamental the traits, the earlier they unfold. Yet it should be remembered that the data for infant study are relatively more complete than are the records of children of school age. The latter, when they are fully presented, may be more practical, but the former are more fundamental for philosophy and ethics.

It is a most auspicious fact for philosophy and for education, that both are coming to be based more and more upon the eternal and natural foundation of sympathetic observation of childhood, and that the same season that witnessed the completion of this memoir has witnessed the formation of a national society for child study, inaugurated by a successful three days' congress.

This dissertation is far more than a compilation. It brings important additions to our knowledge upon some of the most important topics. This is perhaps most important in the case of the chapter on language, almost a monograph in itself, and which will interest philologists as well as psychologists and teachers.

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Clark University, September, 1893.