

made to render the study scientific. The subject has, of late, been brought very prominently into the foreground of pedagogical enquiry, and much time and energy are being devoted to it. The results gained have not been flashy; but many of them are highly important from the educational standpoint. The vision of many thousands of school children has been tested, and it has been found that defective vision increases from grade to grade. That this increase is mainly due to incorrect lighting, small print in text-books, unhygienic position at desks, etc., seems a reasonable inference.

As a result of experiments upon the hearing of over twenty thousand children, it has been found that defects vary from two per cent. to thirty per cent. in different grades. It has been demonstrated that in many such cases, where the teacher is ignorant of the existing conditions, the child is supposed to build a superstructure of knowledge upon a basis of sensuous data which he has never received, and concerning which he has no more knowledge than Locke's blind man had of the red colour which he thought was like the sound of a trumpet.

The different periods of child growth and development have been studied as never before. One result has been to emphasize the importance of the period of adolescence. It was formerly thought by many, that owing to special physiological and psychological changes at the ages of six or seven years, that period was the most important of all. While the investigation has in no sense weakened, but rather strengthened, the view taken in regard to the necessity of constant care during the formative stage of child life, it has established the fact that there is another perhaps equally critical—if not more critical—stage, namely, that of adolescence, which occurs at about sixteen years of age with boys and considerably earlier with girls. Previous to this period there is rapid physical growth, and a general quickening of the development pace. Girls of twelve years weigh more, and are taller, than boys of the same age. Contrary to the usually received opinion, it seems that the period of most rapid growth is also the period of the most rapid acquisition of knowledge. For example, the time when the vocal organs are in a formative condition seems to be the nascent period for language study.

If this principle be universal in its application, and the budding time for studies such as drawing, music, etc., can also be definitely determined, we are entering upon a new era of advancement in study, the possibilities of which have scarcely been dreamed of in our pedagogical philosophy. Much valuable