

under different conditions. The eyesight of thousands of children has been tested, and it is found that short-sightedness is not only very common, but increases from grade to grade.

But, important as is this field, it is not so interesting nor, perhaps, so fruitful as is the study of children's minds. It is with this department of the work that I wish particularly to deal.

The methods employed may be classified as (1) the observation and (2) the questionnaire. Both these methods are supplemented by, or include as aids, several other methods. Children are not only observed or questioned, but grown-up people write reminiscences of their childhood. Autobiography and biography are studied as giving an insight into the childhood of noted men and women, though it must be confessed that the value of the great majority of these to the scientific student of child life is very limited. Poets and artists as well as great prose writers have always loved to interpret children, and from their works much insight may be gained.

These methods may best be explained in connection with the work of leaders in the child study movement who employ them. The great representative of the observation method is Principal E. H. Russell, of the State Normal School at Worcester, Mass.; the best known names associated with the questionnaire method are those of President G. Stanley Hall, of Clark University, Worcester, Mass., who has been called the father of child study, and Prof. Earl Barnes, of the Stanford University, California.

The observation method as followed by Principal Russell may best be stated by quoting from the catalogue of the Worcester Normal School:—

“The principal requests the students to observe the conduct of children in all circumstances,—at home, at school, in the street, at work, at play, in conversation with one another and with adults,—and record what they see and hear as soon as circumstances will permit. When the nature of the work is explained to the school, great emphasis is placed upon the necessity of having the records genuine, beyond all possibility of question; of having them consist of a simple, concise statement of what the child does or says, without comment by the writer; of making both the observation and the record without the knowledge of the