

study of children of school age must be distinguished, again, the study of infants, usually pursued by means of the continued observation of an individual child from birth and embracing such well known studies as those of Preyer, Perez, and Darwin; the results in this field have been excellently compiled, as well as contributed to, by Dr. Frederick Tracy, of Toronto University, in his work, the "Psychology of Childhood."

The study of the physical life of children was naturally the first to receive attention, because this is more directly accessible to the methods of experiment than the psychological. It has resulted in several important discoveries and in greater attention being paid to the physical conditions of school life, and a more careful effort being made to discover if some physical defect is not accountable for many failures of children at school. Many children are found to enter school with defective eyesight, hearing, or other physical defects, of which the teacher may know nothing. Simple tests have been devised by which the teacher may discover if such defects exist; and even if no formal tests are made, the very knowledge of the number of these cases makes him much more watchful and sympathetic. The ordinary school work will often furnish sufficient tests to the wide-awake teacher.

Important facts have been ascertained with regard to the muscular development of the child. It has been found that the large muscles develop earlier than the smaller ones. The natural order of the arm movements, for example, is, first whole arm movements, then elbow, then wrist, and lastly finger movements. It is against nature to make the little child do fine work. The bearing of this upon kindergarten practices, as well as upon methods of teaching writing and drawing is obvious. Hardly less important is the emphasis that has been laid upon the fact that the child's motor activities are an essential condition of his growth, and that the aim must be to regulate and utilize these activities rather than repress them.

Experiments have been made with regard to fatigue and to mental activity at different periods of the day, all of which have an important bearing upon the construction of time-tables and the fixing of hours of study. Anthropological measurements have been made as a means of studying the physical growth of children in different countries and