

divisions are not new, but child study has sought to explore their content and bring to light their meaning. The first period is one of rapid growth, the senses reaching practical maturity. It is a highly imaginative period. The child lives in a world of fancy. In his study of "Dolls," Dr. Hall shows that young children do not clearly distinguish themselves from objects, attributing to them their own feelings and desires. The dolls are what they wish them to be. Mr. Russell shows the tremendous roll which imitation plays in children of this age. Prof. Barnes has shown that their interests lie in the uses and activities of objects, that they have little power of inference, that their literary interest is in fairy tales and folk lore stories, that they are lacking in social consciousness. All students of child nature have noticed the savage characteristics of young children, their selfishness, their love of teasing and bullying, their fears and superstitions. There is much support to be found in the study of children for the theory that the individual repeats in his own life the history of the race, the child representing the savage stage. Dr. Hall, in his study of "Fears," and Mr. Burk, in his study of "Teasing and Bullying," show that just as in the body there are remnants of organs no longer useful, so qualities that were useful to our ancestors remain in us and crop out at some period of our growth.

The second period is one of slow growth. It seems as if nature were gathering up her forces for the great burst of new life which comes with adolescence.* It would seem to be an excellent time for language study. The speech organs have completed their growth and are ready for work, the verbal memory is good, the mind has not yet been led off into those trains of thought which are ushered in with adolescence. It is a period of great interest in plays and love for manual exercises. The muscular movements are becoming co-ordinated. I have already enlarged upon the period of adolescence.

What then may be regarded as the net value of child study? Undoubtedly its greatest value is not so much the light that it throws or may throw upon the science or art of teaching as that it puts the teacher *en rapport* with the child and impresses upon him that his work is not to teach sub-

* See *Suggestions for a Philosophy of Education*, by A. C. Ellis, Ped. Sem., Vol. v.