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CHILD STUDY.

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Child study, in its broadest aspect, is part of the new psychology, and the new psychology is simply the Baconian change of base applied to the study of the mind. The old psychology proceeded by the method of deduction ; the new psychology asks, Why should not the inductive method, which has wrought such a transformation in the physical sciences, be employed in the science of the mind ? Child study, more particularly, belongs to that part of the new psychology which is called comparative psychology. Mind must be studied in its growth and development. It is by studying the developing mind that we will obtain the deepest insight into its processes. The child, then, in all his varied activities has become an object of new and deeper interest.

Children have no doubt always been studied. Every good teacher observes the different dispositions, the physical, mental and moral characteristics of his pupils, and endeavours to adapt his teaching and discipline to the needs of each. But child study has come to mean a great deal more than this. It has now reached the stage of full self-consciousness.

Child study receives contributions from several sciences. It may be considered from the standpoints of (1) physiology, (2) psychology, (3) neurology, (4) anthropology. From the