

grammar grades should begin to call the attention of children to the most prominent facts of social and civic life." * It will be noticed that the social interest begins with the dawn of adolescence.

Among the many interesting results of Prof. Barnes' studies are differences between boys and girls in their interests and ways of regarding things.

In criticism of Prof. Barnes' conclusions, we are struck with their *a priori* character. He studies the uninformed child mind and seems to conclude that because certain ideas are not there, they are therefore not appropriate to his age. Are we to follow the child, it may be asked, or are we to lead him? If a child has not certain moral ideas, are we not to impress them upon him? The objection is, I believe, more seeming than real. Prof. Barnes is only trying to extend a principle upon which we all work as far as we are able. We recognize the importance of approaching the child through his interests. We do not expect a little child to be interested in the theory of government, or a healthy boy of fourteen to appreciate the character of Hamlet. And yet, in our ignorance, we go on battling against nature, with the result that we often arouse antagonism towards school and distaste for study, while the result of inappropriate moral instruction may be even more disastrous. There are ideas appropriate to every period of growth, and if we can discover what those ideas are, we will be following the line of least resistance in guiding ourselves by them. If teaching consists not in "getting it into" the child, but in co-operating with him in self-education, then we must follow nature's lead. At the same time it must not be forgotten that child study is but a means to an end and not an end in itself. It gives us knowledge of the material with which we have to work that we may the better shape it to desired ends; it does not teach us what those ends are. Child study will do little for the teacher who is not guided by an educational ideal.

Summing up the scientific results of child study, we find three well marked periods in the child's life, each with its own phenomena and laws. These periods are (1) from birth to the seventh year, (2) from the seventh year to the time of puberty, and (3) the period of adolescence. These

* *Studies in Education*, p. 216.