

The method pursued by Prof. Barnes and his co-workers, following Dr. Hall, is that of proposing some question or subject upon which children are asked to write their thoughts and of obtaining from children original stories. Children are asked to express themselves not only in writing but in drawing, by way of illustrating some story that greatly interests them. This is supplemented by reminiscent and anthropological studies. Prof. Barnes has studied such topics as children's stories, the development of the historic sense in children, children's interests, the child as a social factor, children's attitude towards law, children's drawings. Some of his conclusions may be briefly stated. From a study of children's stories, "we see how very large a place *actions* and *names* have in a young child's interest, and how small a place *feeling*, *sentiment*, *æsthetic details*, and *moral distinctions* fill." \* Stories for children, therefore, "should be mainly confined to action, with little or no description of persons or feelings. *Æsthetic details* and *moral rules* should play an insignificant part." †

A study of children's interests was made by having children write their definitions of a number of common objects chosen at random. The aim was to discover by what qualities of objects children are most impressed. (This study had already been made by Binet.) The results indicated that young children attend almost exclusively to the uses of objects; "gradually they become interested in grouping them into larger groups and in noticing their qualities." § The application is that "natural history and object lessons with primary children, if they are to appeal to their interests, must start with the uses and activities of objects, gradually lead out through what the things can do and what they are made of, to their structure, form, colour, etc." || Instead of this, "we generally start out with the superficial qualities, taking what Agassiz found to be interesting to college boys and applying it directly to primary children." ‡

From a study of children's attitude towards law, it appears that "young children regard punishment as an arbitrary matter, imposed without reference to the social order, while, after the age of twelve, there is a steady increase in the regard for law."\*\* "Since the age of twelve seems to mark the inauguration of a social consciousness, our higher

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\* *Studies in Education*, p. 17. † *Ibid*, p. 17. § *Ibid*, p. 210. || *Ibid*, p. 211. ‡ *Ibid*, p. 211. \*\* *Ibid*, p. 216.