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SOCIETY, VOLUME I**

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BOOKS RECEIVED.

- Nature round the House. Wilson Patten.
- An Introduction to Child-Study. W. B. Drummond, M.B. (E. Arnold.)
- The Child's Mind: its growth and training. W. E. Urwick, M.A. (E. Arnold.)
- Character Training in School. F. H. Ellis.
- Studies in Historical Method. Mary Sheldon Barnes.
- Reports on Chicago Parental School; and Chicago Department of Child-Study.
- French Song and Verse for Children. Helen Terry. (Longmans-Green. 1s. 6d.)
- Adventures of Robinson Crusoe. Daniel Defoe. (Longmans-Green. 1s. 4d.)
- Gods and Heroes of the North. Alice Zimmervor. (Longmans-Green. 1s. 4d.)
- Youth: its Education, Regimen and Hygiene. G. Stanley Hall, Ph.D., L.L.D.
- Longmans' School Shakespeare. A. V. Houghton, M.A. (2s. 6d.)
- The Magic Whistle and other Fairy Tale Plays. Frank Nesbitt.
- Cradle Tales of Hinduism. The Sister Nivedita (H. E. Noble).
- Zeitschrift für Pädagogische Psychologie, Pathologie, und Hygiene. (Berlin.)
- How should we deal with current Socialism? Rev. J. O. Bevan.
- Education and the Heredity Spectre. F. H. Hayward, Ph.D., M.A., B.Sc.
(Watts & Co. Price 1s.)
- Religious Education: how to improve it. Rev. C. L. Drawbridge, M.A.
(Longmans. Price 1s.)
- Longmans' Nature Stories for Children. Mrs. Roadnight. (Price 8d.)
- Hints on the better organisation of Sunday Schools. Rev. J. O. Bevan.

- Some Thoughts on Social Heritage. Miss E. A. Ogden; Individuality of the Child. Howie Muir, M.D. Child-Study Society, Halifax. (Price 3d.)
- Chapters in Popular Natural History. Rt. Hon. Lord Avebury.
- A Cycle of Nature Study. M. M. Penstone.
- Pioneers in Education. A new series of monographs by G. Compayne.
- J. J. Rousseau and Education by Nature; Herbert Spencer and Scientific Education; Pestalozzi and Elementary Education; Herbert and Education by Instruction. (Harrap & Co. Price 2s. 6d.)
- A Treasury of Verse. For Little Children. M. G. Edgar. (G. G. Harrap & Co. 1s.)
- The Cave Boy of the Age of Stone. Margaret A. McIntyre. (Harrap & Co. 1s.)
- Ball Games and Breathing Exercises. Alice R. James. (Longmans. 1s. 6d.)
- Longmans' Nature Poetry Book for Children. Asenath Smith. (Longmans. 1s.)
- A Fairy Tale of a Dog and an Old Dame by the Sea. (Longmans. 6d.)
- An Introduction to Psychology for use of School Teachers. J. H. Wimmis, M.A. (Charles & Dibble. 1s. 6d.)
- Pestalozzi. An Account of his life and work. H. Holman, M.A. (Longmans. 3s.)
- Hygienic Physiology. W. M. Coleman. (The Macmillan Co. New York. 3s.)
- The Bull of the Kraal and the Heavenly Maidens, a tale of Black Children. Dudley Kidd. (A. & C. Black.)
- Some Characteristics and Requirements of Childhood. Alice Ravenhill. (Arnolds, Leeds.)
- Disease in the Schoolroom. Dr. M. D. Eder. (1d.)
- The Education (Administrative Provisions) Act in relation to the Inspection and Treatment of the Teeth. W. T. Elliott, D.D.S., L.D.S.
- Child-Study in relation to Elementary Art Education. Earl Barnes.
- The Institution of a Teaching Order. Rev. J. O. Bevan.
- How to make our Girls graceful. G. E. Kelly and L. Heuley-White. (G. Harrap & Co.)
- Sixtieth Annual Report, Massachusetts School for the feeble-minded at Waltham, 1907.
- Metropolitan Asylums Board, Tenth Annual Report of the Children's Committee, 1907.
- Vaktijdschrift voor Ouderwijzers.
- La Revue Psychologique. The Psychological Clinic. (Philadelphia.) Les Archives de Psychologie. L'Éducateur Moderne. Vol. I. Educational Review, 1907. Pedagogical Seminary. (Paul, Trench, Trubner & Co.) Band of Mercy. Parents' Review. Child Life. The Educational Times. The Journal of Education.

All books received are added to the Library of the Society, located at the School of Economics, Clare Market, W.C., where they can be seen and loaned by members on application to the Librarian of the School.

Child-Study.

The Journal of the Child-Study Society.

ADDRESS.

BY THE HON. SIR JOHN A. COCKBURN, K.C.M.G., M.D.

Delivered before The London Society, October 15, 1907.

NOT the least among the gains accruing to civilisation from International Exhibitions must be reckoned the rich harvest of scientific information yielded by the Congresses held on such occasions. Education has perhaps received more impetus than any other subject from individual knowledge thus collected and brought into common stock. It was at an International Conference on Education held at the World's Fair at Chicago in 1893, that one of the most important developments in modern education first took definite shape. An English Royal Commission had placed at the disposal of a Women's Work Committee certain funds provided by the City Livery Companies. Inducements were offered for the women teachers of Great Britain to attend the Conference, with the result that Miss Clapperton of Edinburgh, Miss Crees of London, and Miss Mary Louch of Cheltenham, availed themselves of this opportunity to cross the Atlantic. It is a common tradition that knowledge comes from the East, as population wends westward with the sun. But in the case of the psychology of the child, although the spark was originally derived from Europe, its gleam was reflected into parallel penetrating beams from the West. At this Conference Dr. Stanley Hall made use of the significant words, "Hitherto we have gone to Europe for our psychology, let us now take a child and place him in our midst and let America make her own psychology." It was indeed high time that the operation of the child's mind should be systematically and scientifically studied, for if in the Industrial Arts a knowledge of the material is of the first importance to the worker surely an intimate acquaintance with the nature of the child is of far deeper moment to the teacher. For the teacher has to deal with

the most precious of all material, and mistakes arising from ignorance of the nature of the child may be fraught with incalculable and never-ending evils. Any wrong treatment in the early years of life leaves indelible traces, and the unskilful teacher is prone to leave, as it were, ugly finger-marks on the soft and impressionable tissues and temperament of the child. For this reason child-study should have been one of the first subjects instead of the latest to be seriously investigated. The three delegates returned deeply impressed with what they had seen and heard, and as a result of the inspiration derived from the Conference, Child-Study Societies were formed by them respectively in Edinburgh, London and Cheltenham. The various Societies were in 1898 federated into an Association. Since the inauguration general meetings have been held annually in various centres. *The Paidologist* was also started in its course as the organ of the Association, thus the Child Study Association became firmly established, and the London Branch with its large roll of membership became one of the chief sources of systematic Child-Study.

When a movement is in accordance with the spirit of the age, Societies prosecuting similar aims arise in all directions wherever conditions are favourable, as individual flowers burst simultaneously into blossom under the genial influence of spring. The Child-Study Association owed its origin chiefly to educationists and teachers, but meanwhile scientific men were engaging in the same channel of investigation, with the result that a kindred body known as the Childhood Society for the Scientific Study of the Physical and Mental Condition of Children was formed. The Childhood Society was founded at a meeting in 1896 under the Presidency of Sir Douglas Galton, on the recommendation of a Committee appointed in 1891, by the International Congress of Hygiene and Demography. Earl Egerton of Tatton became President. The Society laid stress on the special care of feeble-minded children, advocated school hygiene and the appointment of medical officers by the Board of Education; it also made many valuable reports and emphasised the necessity of a vigilant outlook for deficiencies of the senses in childhood, with the result that we no longer scold children for being blind nor beat them for being deaf. Lectures were organised by the Childhood Society whose titles were most interesting, and, in the light of after events, prophetic; among them are to be noticed the subjects of Mental Fatigue, and the Educational Uses of Organised Play. A suggestion made by Lord Egerton for alliance with kindred Societies at the Annual Meeting in 1903, was taken up, and a joint committee from the Childhood Society and the London Branch of the British Child-Study Association was appointed. Dr. Fletcher

Beach was elected Chairman, and the two bodies arranged to work together in the matter of lectures, petitions to Parliament and investigation.

Eventually an amalgamation took place, and the Childhood Society and the London Branch of the Association now form a constituent society under the title of "The Child-Study Society, London." Doubtless the sum of the valuable work done by each of these societies in the past, will be surpassed by their combined efforts in the future. The *terra incognita* of the child is under these agencies being rapidly explored. It is now recognised that the child differs from the adult, not only in degree but in kind. Its ways are not our ways nor its thoughts our thoughts. The child is nearer to the future of the race than the man, and it has been touchingly and truly remarked by Miss Mason, that the child is as a prince committed to the fostering care of peasants. The Calvinistic idea that education must of necessity be painful has at last been discarded. Roger Ascham long ago remarked that young children were sooner allured by love than driven by beating to attain good learning. "It is doubtful if a great man ever accomplished his life work without having reached a play interest in it." Thanks to the advance of child-study, organised games are now recognised in the Code as a means of education. How different is this from the ascetic and unholy view that "Play of every sort should be forbidden, its vanity and folly should be explained to the child, with warnings how it turns the mind away from God and eternal life and works destruction to their immortal souls." In joy the thoughts are richer, and under the accompanying exaltation of the faculties new acquirements become infinitely easier. Moreover play affords the best means of self-expression, for, as the old adage has it, the characters of children reveal themselves whilst they are playing. It is of course not to be implied that education should be all pastime; the joy of overcoming is a natural instinct, and there is a keen delight in surmounting hills of difficulty. Aristotle touched a fundamental truth when he observed that pleasure accompanies the action of a healthy faculty on its appropriate object. In the unfolding of the mind there is something of the gladness of creation. It is written that when the foundations of earth were laid the morning stars sang together and all the sons of God shouted for joy. In this view the labours of both child and teacher are lightened, exalted and sanctified. Education becomes a matter of normal evolution instead of being remedial. It is no longer, as under the former pessimistic theory, primarily designed to eradicate the assumed naturally bad disposition of the infant. Thanks to the labour of the two Societies and kindred Institutions, it is now recognised that it is no longer sinful to be a child.