

save the almost imperceptible progress of the shadow.

My own conviction is that the delight of children in watching, imitating, and making time-pieces springs from a dim presentiment of the importance of time itself. This conviction of mine hurts neither the child nor any one else. In its practical outcome it is helpful to the child and to every one. Who does not know how much depends upon the right use of time? Who does not know the importance of order and punctuality in all the relationships of life? To me it seems that there is no single thing which, from the day of his birth, is more important for man than the doing of things at the right time. In the first moments after birth, indeed, his life itself may be said to depend on the right use of time.

It is therefore of the highest importance to make the allurements of the clock the point of departure for so educating the child that he shall carefully consider, truly apprehend, and worthily employ time. Use my little arm game in this spirit. Lead your dear child through playing it to begin thinking about time, and to begin to feel that there is a right time for whatever he has to do. If you train him in this way he will understand you when, later, you deny him a pleasure because it is time for doing something else.

“Mother, show me this pretty picture.”

“My child, see what your kitten is doing. She is cleaning and smoothing her soft fur so that it will be a pleasure to look at her. She

knows it will soon be time for some welcome visitors to arrive. Come, darling, come, and be made neat and clean, like your kitty, for two dear friends will soon be here to see you. Do you know who they are? They are your father's dear eyes. They must find you fresh and clean.”

The child is always having visitors. The bright rays of the sun come to see him; so do the twinkling stars, the shining moon, the white doves, the fair, sweet flowers. They love to see and play with a clean, sweet child. Teach your child, mother, to love these pure friends, and to make ready for them by being clean and pure himself.

“Do you see in the picture five little children who are playing ‘clock’?”\* These five children are surely five little fingers who want to learn to tell the time, so that they can do everything at just the right moment. Come here, you dear little fingers on my child's hand, and learn something from the five children in the picture.”

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\* It is characteristic of childish thought to link activity with its object. Hence children often form active verbs from nouns. For example, a little child said, “I will road it,” instead of, “I will go play in the road.” This tendency should not be too abruptly corrected. It furnishes a key to many peculiarities of dialect. Thus, in one part of Switzerland people say, “What clock's it?” instead of “What o'clock is it?”