



THE TWO GATES.

The position of the hands which represents the Garden Gate is more accurately pictured than the position which represents the Farmyard Gate. Even the former picture, however, is defective, for the hands should be somewhat differently inclined in order to suggest a gate.

Each of these little games embodies an important thought. The idea suggested in the Farmyard Gate is that the child should be taught to prize and protect what he has acquired. The thought illustrated in the Garden Gate is that he should be led to recognise and name the different objects in his environment.

In your attempt to carry out the latter idea be careful to begin with the things which the child sees around him in the house, the yard, the garden, and the meadow. From these advance to the naming of objects in the pasture and the wood.

Teach your child not only to recognise and name objects, but also to recognise and name qualities. Direct his attention both to the characteristic activities of things and to their characteristic states and conditions. Have you not noticed how such experiences attract and delight him? Do you not know that at a certain stage of development he finds or invents, as if by magic, words expressive both of active and passive qualities? With what delight he distinguishes what is smooth, woolly, hairy, spark-

ling, round! With what eagerness he notices and names such activities as rolling, creeping, hopping! With what almost miraculous ease he seizes and unites precept, concept, and name!

Obey the hint thrown out by the child. Preserve and cherish his tendency to notice and name objects and their attributes. For as through disuse a magnet becomes rusty and loses its power, so the mind loses capacities which are not sufficiently and increasingly exercised.

The precious wine in a broken glass must be enjoyed at once or lost forever. So, power not instantly exercised is wasted, and effort which finds no corresponding object weakens and dies.

In flowers alone how many qualities there are which it interests the child to discover and name! He loves to distinguish motley coloured from simply coloured blossoms; delicate and tender hues from brilliant ones. He gladly notices the forms of flowers, and identifies them as round, bell-shaped, star-shaped, wheel-shaped, funnel-shaped. He is attracted by the different kinds of inflorescence, and observes with pleasure that some flowers grow singly, some in pairs, some in bunches or heads, while some spread out like umbrellas. But why go into more detail? Use your own eyes. Help your child to use his. He will quickly learn or find names for all that he really perceives. Waste not the fleeting moments. In them germinates the seed which shall one day grow into a great tree of life—a tree which will comfort you with its shade and refresh you with its fruit.