

from the very beginning of his attempts at walking to gain such a wealth of experience, it is well to let him pull himself up by help of the objects, and walk round them. Every new appearance is a new discovery in his small but well-filled world; as, for instance, that one can walk round a chair, can stand at one time in front of it, at another at its side, but that with bench or wall one can only pass straight in front. Moreover this removes tedium from the care of children, and renders it a stimulating and soul-satisfying occupation.

Even the smallest child with the least power of walking loves to wander, that is, to change his relations to the objects near him so that he may gain knowledge both of himself and of his surroundings. Each little walk is a journey of discovery; each new object is an America, a new land around which he voyages discovering it to be an island, or along which he can only coast finding it to be mainland.

Through these apparent digressions we come to a quite new series of games.

A. *The Wander Games* have for their aim the training of walking and the power of independent movement. They are journeys of discovery, games for enriching observation and experience.

First Game: "*The Child too would Wander.*"

The children stand in a circle, the ball has been passed round from one to the other, and has aroused in them the desire that they too should move about. The leader of the game observes this and arrests the ball. Then leading a child by the hand into the middle of the ring, she says: "Lina—or Adolf—would also like to wander about." Or, if she sees that the moving ball no longer attracts, she arouses the sleepy feelings of the children by asking: "Would not one of you like to wander?"

The question brings forth an immediate response of "I," "I," from a number of them. The leader then sings—

"Little Lina [Adolf] too would roam  
To each person in the room."

The child in the centre gives his hand to one of the children, and then moves on from child to child, greeting each with a little verse; then each takes the hand of another and they move around in a ring, going in the opposite direction to that of the child in the middle; and singing some such verse as the above.

Then such questions may be asked as "Whom did you get to know on your journey?" the answer being the names of all the children standing round. This teaches two lessons—that an object should not be heedlessly passed by, and that its name should be learnt. Another exercise is to set the child to name the children in the order in which he greeted them. With very small children each child when named should be pointed out with the finger; with somewhat older children the eye is sufficient to indicate them; with yet greater age the child may turn round and name them without looking at them; finally, their names may be said with the eyes shut, and even in reverse order. Thus is fostered a continuous mental growth.

Second Game: "*We would all wander.*" In this the children wander in pairs.

Third Game: A large number of children in a small space, in groups of, say, four or eight, form such figures as a star, walk in a spiral, or do similar things.

Fourth Game: *Visiting Games*: The children stand by two walls, and one division sings—

"We who are opposite  
Wish to go visiting,"

and as they sing each row goes forward, till the two sets meet, and one sings "We greet you," the others "We thank you."

After all have returned to their places the leader of the games asks the children what they have seen during their visit. The objects named are then woven into a story, and as each is named in it the child who saw it must raise his arm as a sign that he is attending, and also to ensure the teller of the story that nothing is omitted.

Fifth Game: "*The Meandering Brook.*"

B. Games of Representation: in which such objects as a slowly moving snail, a mill, a wheel, a circle, a star, a flower, are represented by movements.

C. Running Games.

D. Walking Games.