

size, while the other organs of the body have little more than commenced their growth. The imperfect condition of the brain during this period, coupled with its rapid growth, unfits it for continuous work. In this connection it should be carefully noted that all physical as well as mental activity is the direct product of brain-work. Hence, to save the brain from over work, the greatest care must be taken to guard the child against undue physical as well as mental activity.

(b) Physical activity is the natural and necessary product of the growing process going on in the body, coupled with the endless variety of new experiences which contact with the external world brings to the child. Hence any course of treatment of the child, either in or out of the school which prevents unduly this activity, subverts a necessary condition of growth which will prove fatal to the natural and successful development of the body and of the mind. It is therefore clearly the duty of both parents and teachers to guide, not to prevent this activity.

14. *The period of infancy is marked by certain characteristics which should determine the course of the parent and teacher in training the body and mind.*

These characteristics include the following :

(a) The judgment, reason, will, or conscience plays but a very small part in controlling the child's actions. The activity, therefore, of the senses, and consequently of the mind, is the product of a condition of the sensory organs which may properly be called hunger. Sense-food is demanded, and must be had without much regard to kind or quantity. The child pursues in this the same reckless and indiscriminate course as he does in supplying the demands of the stomach. Hence the parent and

teacher must guide this intense sense-hunger, and furnish the proper conditions and surroundings for its healthful exercise and development.

(b) Inquisitiveness lies at the root of all mental activity. This powerful inherent tendency of our nature manifests itself in two forms ; *first*, in constantly asking the question, *What is it ?* and *second*, in pressing the question, *Why is it as it is ?* The first is a demand for knowledge ; the second for the principles and reasons of things. The child's inquisitiveness is almost exclusively of the first form, and is the natural product of the sense-hunger before mentioned. Unless he is blunted by unnatural treatment, he will insist upon knowing everything just as it is. He will continue to look at, to taste, to smell, to handle the objects that come within his reach, until they cease to yield him any more new sense-food. Then he will show the same restlessness and uneasiness which accompanies the lack of a proper supply of food for the stomach.

(c) The child's actions are aimless in the sense of not containing any plot or plan which reaches beyond what is now and here. In short, they are aimless in the singleness of their aim. The child literally complies with the precept, "Take no thought for the morrow ;" hence the singleness and intensity of his activities. He loses himself entirely in what is now and here. If, for example, he is crying, he is all crying ; if playing, he is all playing. This characteristic of child-nature, properly utilized by parents and teachers, acts as one of the most powerful elements in forming a simple, pure and strong character.

(d) Simple credulity is a natural condition of infant life. Everything is to the child what it appears to be. He is not disposed to doubt his senses, nor does he take any account of the endless variety of conditions that may