

## WHAT DOES ALL THIS MEAN?

Why do we advocate plenty of play for our young people? Because, by means of self-initiated play, and through the agency, later on, of group games, in which the one subordinates himself to the many, our young folk are training their bodies, forming their characters, preparing their immature powers for future usefulness; learning the many and great lessons of life, in the way best adapted to their ages and most suited to their capacities.

### CHILDREN DO NOT NEED COSTLY TOYS,

but they do need a sufficient space in which to play (hence the urgent need for playgrounds in all cities); they do need sufficient time for free play (for the first eight years of life, play is the child's work); they need companions of their own age, and they need some kindly supervision, to stimulate or to restrain, to regulate or to soothe. A tin box, some string, a few nails and odd bits of lumber, a sand-pit, a hammer, a swing or a see-saw—these are priceless treasures to healthy children and will furnish them with endless amusement.

### BEWARE OF THE MODERN TENDENCY

to lead children to depend upon excitement, which often only causes friction and exhaustion, or upon ready-made distractions and not upon his own resources in his play-hours. How seriously abused, for instance, is the moving-picture show, which might constitute a real educational and also pleasurable agent for our children. So powerful is the craze to frequent these shows that it leads children, in some cases, to commit theft in order to gratify it; while there is only too good reason to believe that certain undesirable pictures are directly responsible for an increase in juvenile crime, as well as the cause of a definite form of serious eye-trouble.

A few words on the subject of

### EDUCATION IN EARLY LIFE

must bring this bulletin to a close, though it may be that some of my readers would like some guidance as to the age at which work, in the sense of definite occupation for self-support or to assist parents, should begin. This matter does not come within the scope of my subject, for work in the sense of responsible duty cannot be enforced during those early years with which these pages are concerned.

The young human being suffers in numerous directions from premature work, for childhood is but a preparation for the period when capacity for skilled occupation is ripe for development.

### THE FORMATION OF GOOD HABITS

from birth onwards is the best preparation for a productive maturity. The entire object of true education, writes one of our finest educators, is to make people not merely do the right thing, but enjoy the right thing. The parents who have studied the phases of child-development, the capacity for imitation and training so strong in a youth, who have systematically and sympathetically trained their family in habits of physical, mental, and moral control, will have prepared a soil upon which the arts, crafts, or sciences necessary to future successful work will grow and flourish to their hearts' content. It cannot be too often repeated that

### HABITS ARE THINGS THAT "HAVE US."

See to it, therefore, that some system governs the habits you grow in the young children for whom you are responsible; that they are those which make for health of body, balance of mind, and nobleness of soul.

Train to implicit and prompt obedience, to absolute regularity in the needful response to the requirements of the body, in consideration for others, and a love of service. It may seem

### A TRIVIAL THING

to train a baby from birth in regularity of action of bowels and bladder, in long hours of profound sleep, in the power to regulate its temperature rapidly, and, a little later on, in habits of careful mastication, in prompt obedience, in helpful