

child in choosing his associates. Pleasure or enjoyment is the chief thing sought in his companions, and this pleasure comes to him during this period chiefly through the exercise of his physical organs. Hence he selects as his associates, without much regard to anything else, those who can minister most freely to this exercise. If he enjoys special field sports, his companions will be such as can contribute most to this enjoyment. It matters little what they are socially or morally; the boys from the lowest stratum of society are valued as companions in those field sports just as much as those from a higher plane. This natural forgetfulness of all social distinctions, accompanied with the strong tendency to form habits, is one of the most powerful elements for good or evil in child-nature. Properly directed, it will build up a broad and noble manhood, which will always exercise sympathy for all classes and conditions of men. But if left unguided, it usually, as society is now constituted, leads the child into wrong courses of action, and fixes upon him habits which affect injuriously his whole life. Hence the importance upon the part of parents and teachers of a careful study of this phase of child-life. Hence, also, the importance of the most earnest effort to surround the child with such conditions as will rightly guide him in his necessary associations with other children, and in the choice of his companions.

17. *During this period the activity of the senses continues, and is accompanied by the development of reflection, and hence of the simplest form of reasoning and of search for the causes of material and immaterial phenomena.*

(a) The child touches, tastes, smells, and handles everything that comes within his reach, and he cannot do otherwise if he follows the impulses of his nature. These natural impulses should not be put under chains. The

child should be left free, and indeed encouraged to apply all his senses in examining into the nature of his surroundings. To do otherwise is to crush out of him what God designed as one of the most important elements of a strong intellectual and moral nature. There is but one true course in this matter. The senses should be gratified, and their exercises guided in such a manner as to form the power and habit of making accurate observations. This cannot be done either by leaving the child free to use all his senses indiscriminately as chance may direct, or by cramping him at once into a scientific mould where the most orderly use is made of each sense. The power and habit of using the senses accurately is a growth—is the product of a gradual and natural transformation of the inherent sense-hunger in a child into an accurate working force. The simple duty, then, of both parents and teachers is to supply the necessary conditions to produce this transformation.

(b) Reasoning, reflection, and search for the causes of things in their simplest forms commence with the very first dawn of intelligence; but during infancy the imperfect condition of the brain and nervous system, and the strong demand made upon this imperfect organism by the process of growth and by the endless variety of new objects presented to the senses, excludes the possibility of reasoning and reflection proper. During infancy, however, the child usually exhausts the enjoyment afforded by simple sports and by the simple use of his senses upon surrounding objects. Hence, in order to have new enjoyments, he is naturally compelled to form new combinations in his sports, and to seek new objects on which to exercise his senses. This condition of things, therefore, makes a demand for a higher order of reasoning and reflection than was necessary during