Mental Training before School that way, but they are not supposed to be considered here. Definitely Age

Mrs. Ivan V. Folliott, York Co., Ont. Mrs. Ivan V. Folliott, York Co., Ont. In my article that appeared in Farm and Dairy a few weeks ago I dealt with what a child should be taught of its physical welfare before going to school. In this article I will deal with the mental side of the ques-

Under the head of mental I have Under the head of mental I have placed merely that which relates to the child's studies. Some teachers prefer the child to come to them without any idea of real school work. Some parents prefer to send them

speaking. under the mental I have speaking, under the mental I have put number work, color, nature study, oral composition and in con-junction with all these, the training of the memory and the senses.

This can be easily done by the mother while she is at her every-day work. "How many eggs did daddy bring in to-day?" "Bring me up five or six apples for a pie, please." "There are too many potatoes here. Please take out a half dozen and bring in a dozen carrots with you." Thus the child is learning helpfulness and number work at the same time.

Color is just as easy. "What color of what it is made. The crow, the are those curtains, Mary?" "Bring cricket, the corn and the pine all your tan stockings for me to darn! birds, flowers can all brought into use in teaching color if we can't afford to have the colored balls, prisms, etc., used in the kin-

When the child brings you in When the child brings you in a bouquet, start your nature study go-ing. True, it may be composed of weeds, but who needs to know weeds more than the country child? The little birds' nest found on the ground is an object of interest to them, and you can make it of educational value as well by having them note how and

of what it is made. The crow, the cricket, the corn and the pine all lend their aid, for the simple things learned of everyday objects now will help to increase the child's powers of observation later on

Our little ones are playing a game that you might call for want of a better name—"What is it made of?" They go the whole list of known things almost from baby's high chair up to "old Bob."
Their questions rather startle one sometimes, but as yet they are rather easily put off if a very satisfactory answer can't be given. Such a name we have found gives a chance to get satisfactory in a host of simple facts concerning wood, minerals, clothing, etc., and tends to make them think.

VERY man has two educations that which is given to him, and the other, that which he gives to himself. Of the two kinds, the latter is by far the most valuable. Indeed, all that is most worthy in a man, he all that is most worthy in a man, he must work out and conquer for himself. It is that, that constitutes our real and best nourishment. What we are merely taught, seldom nourishes the mind like that which we teach ourselves .- Richter. 8

Samonomonos

Nature study, memory work oral composition can be combined to good advantage. Take one of the common grains or seeds and have them tell you what happens to it from the time it enters the ground till it comes to he table. You will have to tell them first and they may frequent-You will have to ly get the cart before the horse in their re-telling, but it will serve a four-fold purpose; teach them of nature, train their memory; help them in their language lessons and impress upon their young minds the thought how dependent we are upon God and one another.

and one another.
Writing can scarcely be left off the list since Montessore in her system places it in the foremost ranks. By that system little Italian children of four learn to write all the letters in six weeks, and children of five in four weeks and write them well too. One weeks and write them well the strange point in this Italian method is that writing precedes reading. The children at first read what they is that writing precedes reading. The children at first read what they themselves have written. Froebed, as far back as 1826, advocated this method also. Give a child a pencil, paper and a copy and even if he does seem to make very poor headway, he seem to make very poor headway, he will at least learn something of holding a pencil, etc. Watch a young child trying to write for the first time and the importance of such practice will be easily recognized.

TRACHING TO LISTEN

In all this the sensory nerves are being trained, but as a special ear training have them try to distinguish voices, footballs, bells, etc. Drop nuts, beans, marbles, or pebbles on the floor or on glass and have them note difference in sounds. Stop him in his play and ask him to tell you the different sounds he hears. Practice will make him surprisingly proficient in this. Those who have studied the subject say that lack of proper ear training is frequently the cause of the heedlessness, inattentivecause of the heedlessness, inattentive-ness and apparent disobedience of children. They hear, but not with intelligence; as we often say it goes in one ear and out the other. Teach the child to listen intelligently and who knows but what we will have helped solve the produm of discipline!

Teach feeling by having the child with closed eyes tell which of several pieces of cloth is cotton, which wool len. which velvet, etc. The busy mother can think out games best suited to her own babies and circum-stances. Such games make admirable ones for the "ahut in" child.



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