

adequate and that response is full and free.

For a little child, a story, a deed, or a mere suggestion, is a suitable stimulus to activity; for older people, doctrinal discussion and prolonged argument may be necessary to furnish minds with convictions. There can be no greater mistake in teaching than to attempt to teach the same lesson by the same method to people of all ages and conditions in life.

QUESTIONS.

1. Into what four periods is the life of a human being divided? In what three respects do these periods differ from one another?

2. What do we mean by saying that a child is alive?

3. What stimulating forces are about the child every day?

4. Why should we not try to trace the same lesson by the same method to pupils of different ages?

LESSON II.

THE BEGINNERS (AGE 3 TO 5).

Sense-Hunger.—In the rapidly-growing child there develops a hunger for new sensations. He must see, hear and touch everything. He is not careful in his choices. He is as ready for the impure as for the pure, for the ugly as for the beautiful. It is for the teacher to select material wisely, for the soul grows to be like what it feeds upon. The teacher has a second duty in this connection. He must recognize the existence of dulled sense-organs, and must understand that in this is the explanation of much of the badness and stupidity of children.

Curiosity.—The child wishes to see and handle. He also wishes to know. The world is to him a mystery awaiting solution. Everything that comes before him is dissected, in the hope that it may be understood. The destructive tendency is not necessarily a sign of perversion; it is a mark of questioning intelligence. Questioning should not be repressed; it should be encouraged. Every worthy question reveals a felt need. It is a