

the hair. Let the baby cry therefore; it likes to do it, and knows better than the mother or nurse when it has had enough: provided always that the crying results from the pure instinct to cry, and not from sickness or physical pain.

The first six years of childhood are characterized by almost feverish activity of both afferent and efferent nerves. Objects are observed by lightning flashes and lead to activities no less mercurial. It is the golden age of language. A child suitably environed learns the rudiments of three or four tongues at the same time almost as readily as one, and learns them apparently without effort.

But these years should be sacred to health and growth. No exigency of life is warrant for process of education which break down or prevent the physical vigor of children. The kindergarten must first of all justify its existence by contributing to physical growth and development. To develop the mind at the expense of the body is at this age especially, a crime. More than that, every child has a birth-right to the fresh air, green fields, and untrammelled activity of country-life. The child robbed of this right deserves our pity.

Speaking of kindergarten methods, it is safe to say that the best and most natural system has not yet been reached. These schools are being carefully studied and voluminous data are being collected; but it is too early to make a decisive statement of conclusions. Enough is generalized, however, to make us doubt the value placed upon the usual gifts, such as the sphere, the cube and the cylinder. It seems evident that gifts closer to nature and to actual child-experience would be preferable. Someone has beautifully and truly said: "Unconsciousness is rest in God." This should be the haven of childhood. Artificial contrivances of any kind are foreign to the natural life of childhood.

The sixth year is a watershed in the life of every child. The summit of infancy has been reached, and springs of consciousness now begin to mingle with the life current. Children made blind or deaf before this age do not retain the images stored by eye and ear, but after this year, percepts of color and sound are retained.

The sixth year is the school age the world over and most children want to go to school. If the physical basis of education is respected, it may be said to be the proper age. But too often the physical basis is violated. When we confine children for six or seven hours in an ill-ventilated room, subject them to cast iron restrictions as to seating and posture, and set them to the painful task of pen-wagging, which generally induces tongue-wagging and tongue-twitching by sympathy, we are trespassing upon the first right of the child, which is to become a good animal.

The mistakes of education along this line are frightful to contemplate. How many of the tombstones that mark the remains of bright children, are teachers responsible for? Perhaps the recording angel only can tell. The appalling increase of disease and mortality during this period may well lead the observer to ask: Is the race coming to have a sick age?

What should be taught between the ages of six and twelve? The question is an important one. The reasoning faculties are not strongly active at this period, but the memory is unusually so. Chinese memoritive methods find no favor in our educational system, but if they did, now would be the time to apply them. We have, however, patches of necessary information, like the multiplication table, which, after all due respect is paid to rationalizing

theories, remain to be mastered by sheer acts of memory. These and all studies that approach them in kind should be taken now, first because they can actually be mastered, second, because they will be taken with pleasure—much more so than when the rational powers become active.

The child arrives upon our scene of action like a shipwrecked mariner, whose first message to mankind is a cry—shall we say of pleasure or of pain? Philosophers have debated the question. Kant maintained that birth of the child was painful and its first cry a protest, while Schultz professed to hear in it a note of joy and relief which seemed to say: "Thank God I got here at last."

#### BEGINNING OF MIND POWER.

The child is so sensitively organized that the entire surface of its body becomes the means of impressing sensations of the outer world upon it, while the special senses may be called open gateways of perception. Nature endows it with a strong set of special appetites, as: Ear hunger, which makes it dearly love noises that almost distract its parents; eye hunger, that makes it eager to go out and see things; taste hunger, that tends to make it put everything to its mouth; touch hunger, that leads it to clutch at all objects within reach.

The educator, who would follow the lines laid down by nature, will learn a profound lesson in pedagogy from these manifestations of infant activity. He will learn to educate the child by means of objects, as did Froebel.

Akin to this subject is the question, what shall be the motive appealed to in the child? Contrary though it may seem to your expectations, I would say, not to the reason, that is, taking reason to mean the analytic faculty. First, because it is but feebly developed, and it is not the season to emphasize its culture. You cannot make a child reason well, nor can you make him understand your reasoning, his mind being too callow; but it is possible by treating him like a grown up person to give him a false pride of assertion, and a want of reverence for age and experience that shall make him withstand you face to face. And what is more unlovely than a child in disputation with its elders?

Second, because obedience and proper respect for authority, an element of character upon which the order and stability of society depend, can best be taught now. It is the age when things are naturally taken on credit—the age of blind belief and credulity. Call it a tadpole tail of mind if you will, it is there, and the only safe plan is to give it a natural evolution. The day of self-assertion—a day when the child thinks itself greater than its parents—will come soon enough. Until then make the disposition to believe yield those traits of character which are so necessary to a well disciplined mind.

"It is a crime to give a child reasons," said one writer. "The mother who stops to give reasons to her children is by so much less the mother." A German philosopher when asked at what age a parent should begin to give reasons to a child, answered: "When it gets old enough to whip you."

These are perhaps extreme views, but they represent a large element of truth. Reasons may be given to children, but they need not be made to appeal to the rational faculty, and would fail if they were, for it is as yet but feebly developed; let them be addressed to the child's feeling, or to any other active faculty which is capable of supplying the motive power needed.

It is with children as with women: they are influenced largely by intuition or blind insight—a much safer guide on the whole than reason. "The woman

that deliberates is lost," is a truism that has become proverbial. It is better to do right by habit or instinct than by reason; for instinctive right-doing is transmissible to offspring. Whatever habits of right may be even blindly inculcated during this period, are therefore among the best acquisitions of the race.

A few words in conclusion as to the vehicle for conveying instruction to children. This should be the story. No other form can compare with it. The best things in literature are available in story-form, and if I should be asked to select a primary teacher, I should make ability to tell a story effectively the best of her qualifications.

N. L. N.

#### HONORS TO A VETERAN.

Lawrence, Emery Co., Utah.

September 25, 1897.

Yesterday a grand reunion was held in our little village at the residence of Abraham Day, in commemoration of his eightieth birthday. At 11 o'clock his children, grandchildren and great-grandchildren assembled at his residence. The Bishop and other members of the Lawrence ward also assembled and a pleasing program was rendered. After the meeting a bountiful repast was spread, and 127 members of the family partook of the good things provided. Again, at 4 o'clock the relatives and friends assembled and the children, grandchildren and great-grandchildren rendered another pleasing program which was very enjoyable to those present. In the evening the family and friends enjoyed themselves in a social dance.

One hundred and twenty-seven members of the family were present, who had come from far and near, some having come from British Columbia, some from Wayne and some from Grand counties, and many others from near by. Bishop Moore, a little man, being called upon to make a few remarks, said that Brother Day had a very numerous posterity but that he numbered a little Moore (more). All enjoyed themselves very much, and Father Day said they had made him feel ten years younger.

Abraham Day was born in Wind-hall, Vermont, in 1817, September 24th. He received the Gospel in Troga Co., Penn., where he also met and married Elmira Bulkley, in 1838, and the same year gathered with the Saints in Ill., where they passed through the persecutions with the Saints. When the call for 500 men to fight with Mexico came, he with others left his family in a wagon on the prairie and went to California with that noble band. He returned in 1847, speeding the 17th and 18th of October in Salt Lake City, and then returned to his family at Council Bluffs, passing through nearly as great hardships from hunger and cold as he had experienced on that memorable march to California. He gathered with the Saints again in 1851, and soon after espoused Charlotte Melon.

He is the father of twenty-six children, eight of whom died in childhood, and seventeen are still living. His family, with their husbands, wives and children now numbers 176. He has maintained his integrity towards God and man, and is now hale and hearty, though somewhat feeble; and is striving to finish the good work as he commenced it.

ELI A. DAY.

#### VETERAN BOY'S CHUM.

[By Charles B. Lewis, in Pittsburg Post.]

It was a sunny day in March, with the remount camp a scene of bustle and activity, when the face of a boy, not above 18 years of age, looked into