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The Wholesome Child's Home

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Extension Specialist, Child Development
and Parent Education



**COOPERATIVE EXTENSION WORK
IN
AGRICULTURE AND HOME ECONOMICS
STATE OF OKLAHOMA**

D. P. TRENT, Director

**OKLAHOMA AGRICULTURAL AND
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THE WHOLESOME CHILD'S HOME

E. FAITH STRAYER
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"We believe it is our privilege as mothers to make those homes attractive, wholesome and cheerful . . . where every individual may find opportunity to develop at his or her best in the fourfold life."--From the Oklahoma Farm Women's Creed.

Most of our homes are built and furnished and managed for the convenience of adults. Not as many homes provide for the needs of the younger members of the family, including the toddler. This may have come about because adults have been grown up so long it is difficult for them to understand the needs of small bodies and developing minds. *Someone has put it this way, "If we, as adults, were to spend most of our hours in a giant's house where we could reach only to the window sill, where our legs would dangle as we perched on huge chairs, where water trickled from wrist to elbow as we washed in the giant's washbowl, where the cereal slithered down our fronts because of our peculiar relation to the table top, and where climbing to bed or scaling the wall to reach a hook for wraps assumed hazardous risks, we might perhaps appreciate the little child's difficulties in a home where his needs are not met." In other words, little children do not fit our homes and if we want to help them, we must fit our homes to them.

There are some excellent reasons for fitting our homes to the children. At first we may do this for their immediate comfort and happiness, but more important perhaps than this is the contribution to their wholesome, all-round development, physically, socially, mentally, and emotionally.

Let us consider some of the ways in which the physical environment of the home may aid each phase of the child's development.

Some Ways in Which the Home May Contribute to a Child's Physical Development and Well Being

1. By providing plenty of the right kind of food—safe milk, cereals and bread, vegetables, fruit, eggs, butter, cod liver oil, some meats and only small amounts of sugar and sweets.
2. By providing safe water.
3. By providing plenty of sunlight and ventilation.
4. By providing a safe and interesting place to play outdoors.
5. By providing safe surroundings—sanitary toilet, screened doors and windows, stairs with good railings, smooth, unbroken treads and a gate at the head of the stairs when there are very young children.
6. By providing a good bed for each child and if possible, a room for each child.
7. By providing a healthful temperature, enough warmth in winter, plenty of trees for a shade in summer.

Providing plenty of the right kind of food for children is of course one of the most important ways in which a child's home may contribute to his physical development and well being. There is so much excellent material available on the subject, notably **U. S. Department of Agriculture Bulletins

*Home Economics Reminder—Parent Education Number—New York State College of Home Economics.

**U. S. Department of Agriculture Bulletin 1674—Food for Children—1931. U. S. Department of Agriculture Bulletin 42—Good Food Habits for Children—1929.

1674 and 42, that further reference will not be made to it here other than to call attention to one of the food requirements, that for safe milk. It is one thing to provide milk and another to provide safe milk. Safe milk comes only from healthy cows and is handled in a sanitary manner.

Safe drinking water is of course essential to the health of all the members of the family. It is especially important that every precaution be taken to safeguard the source of supply and it is advisable to make certain of its purity by having tests made occasionally by a laboratory such as that maintained by the State Department of Public Health. Methods of providing safe water and also of preparing samples for tests are described in *Extension Circular Number 245.

Plenty of sunshine and fresh air is perhaps more necessary to the growing bodies of young children than to adults, yet they are frequently over dressed and allowed to play in unventilated rooms. Even on very cold days a window in the room where children play may be kept open slightly from the top or at the bottom if a sloping window board is used to throw the air ceilingward. At night the child may be protected from draughts by a cloth screen across the window or a blanket hung over the side of his crib or bed which is nearest the window. In the summertime the younger children may wear sun suits a part of each day and the older children will get considerable sunshine in garments made of loosely woven cotton, rayon or linen.

Plenty of play outdoors is the best way to get enough sunshine and fresh air. It isn't wise, however, to let the very young child play in the farm yard unless it is separated from the barns and road by a good fence. For this reason a play yard south of the house is often arranged. Scrap lumber may be used to build a sturdy fence such as that shown in the illustration below. When a swing, a sandbox, some boards and boxes and a



This one year old child was provided a safe and healthful place to play. The sturdy fence was made of scrap lumber.

*Oklahoma Extension Circular No. 245—Water Systems for the Farm Home.

small wagon are added, the child is provided good reason to enjoy the outdoors and his mother may be relieved of constant concern as to his activities and whereabouts.

When it is practical a large porch on the south of the house is most useful. When the yard is cold or wet, the porch is a fine place to play and if there is a long period of cold weather, the sand box may be moved there for that time. Such a porch is also an ideal place for the baby's naps. A railing about the porch is a wise precaution against falls.

Safe surroundings for children require many precautions in addition to those necessary for the safety of adults. While there are dangers which older children and adults must meet in an intelligent way, a toddler is too young to understand the "how" and "why" of these precautions.

*The President's Conference on Home Building and Home Ownership gives some useful information concerning home accidents. "In 1930 home accidents in the United States resulted in the loss of 30,000 lives according to estimates made by the Statistical Bureau of the National Safety Council. Of these fatalities 11,600 are attributed to falls and 6,600 to burns and scalds. Non-fatal home accidents have been estimated at 4,500,000. Of these 40 to 50 percent are falls. About half of them occur to children."



These children are protected from the fire by a screen made of ornamental wire fencing at a cost of 40 cents

The toddler needs to be protected from long stairways by a gate at the head, by strong railings with closely spaced bars; he needs to be protected from stoves and the fireplace by good fire screens.

The firescreen shown above is anchored to the fireplace by screen door hooks set into the mortar of the fireplace. These hook into loops made by bending the cut ends of the horizontal wires of the screen.

*The President's Conference on Home Building and Home Ownership. Vol. 8. The National Capitol Press—1932.

Even so simple a matter as the shoes he wears may cause a toddler many unnecessary falls and bumps. If the soles are stiff and slippery, it will be difficult indeed for him to learn to control them in addition to learning to manage his own two feet.

Some of the common dangers to babies come from matches, hot water, poisons, knives, sharp scissors or small objects likely to be swallowed. It is only natural for children to be interested in investigating everything on which they can lay their hands and it behooves parents not only to keep dangerous materials out of reach, but also to supply safe and interesting materials to be investigated instead.

An excellent means of protecting a child between 6 and 16 months of age is to provide a roomy **play pen with strong smooth side railings and a good floor. If one adds a blanket and a few safe play materials such as a wooden spoon, aluminum pan and cup and smooth bright colored beads and blocks, he may be kept happy and safe. If he is placed there for half an hour at a time, he will not only be spared from such obvious dangers as hot water, but he will also be spared much of the handling, kissing and jostling so common to babies. He will have a chance to pull and crawl and stretch, and, as important as any of these, he will have the opportunity to learn to amuse himself. On warm days the play pen may be put on the porch where the baby may enjoy sunshine and fresh air. A father who is skillful with hammer and saw will have little difficulty in building a play pen.

Homes providing safe surroundings also protect against the conditions likely to bring disease. Doors and windows are screened against flies, sanitary toilets are provided, and the door yard as well as the house is kept clean and neat.

Plenty of good rest is another essential to growing bodies. A good bed in which the child may lie perfectly flat, provided with firm springs, plenty of light weight but warm and washable covers will help the child to rest well. A pillow is not necessary. For the baby it is wise to provide a crib from the beginning. Although a large strong basket may be made into a good bed for the young baby, he soon needs something larger and stronger. The bars of the crib should be quite close together. When tapes are stitched to each of the corners of wide sheets, they may be fastened to the bars of the crib to hold the top sheet in place. This will permit plenty of freedom and kicking, and will at the same time prevent exposing the baby to cold air.

A healthful temperature is provided a child by the warmth of the house in which he lives and by the kind of clothing he wears indoors and outdoors. Children react more quickly than do adults to variations in temperatures and they can therefore be over warm or chilled more easily. We are more likely, however, to burden the child with too many clothes than we are to cause him to chill with too few. It is a good plan to provide light weight undergarments of cotton or cotton and silk and use heavy weight garments for outdoor use. These can be changed so much more easily to adjust to indoor temperatures than can heavy undergarments. Neither outdoor or indoor clothing should be so heavy or so uncomfortable as to affect the child's normal activity.

Some Ways in Which the Child's Home May Contribute To His Social Development

During the important early years of a child's life before he is old enough to go to school, he is learning to get along with other folks. He may be growing in friendliness and self-reliance, he may be learning to cooperate and to respect the possessions of others. If he is learning these things, he

**Plans for the construction of a play pen may be secured from the Extension Division, Oklahoma A. and M. College.

will be having a fair chance to grow into a happy, wholesome person. While he is very young, the physical environment of his home may be most helpful to him in developing these qualities.

1. For friendliness—a good place to play—play yard, play corner or room, play equipment easily shared.
2. For self-reliance—the kind of eating equipment which he can manage, “self-help” clothing, a place for him to wash and comb his hair, low hooks which he may reach, low shelves or other easily accessible place for play materials and books.
3. For cooperation and for neatness—A small broom and dust pan, small hand sprinkler, non-tipping stool, play materials for group play, all previously listed “self-help” equipment.
4. For respect for possessions of others—some possessions of his own, a place for his “treasures,” a play corner, a small flower or vegetable garden, a room of his own, pictures, books, and pieces of furniture of his own. For the boy a little older a work shop of his own.

Friendliness is a quality which must be given a chance to grow. Young children not only need many experiences with other children their own age, but they need to have interesting things to do together. Some inexpensive but constructive play materials and a good place to play provide many opportunities to give and take and share. There the children have a common interest. A good swing is an inexpensive piece of equipment which can easily be duplicated and it is a good plan to provide two, one extra for little visitors or for sisters and brothers. A sand box also permits two or more children to be engaged in constructive activity at the same time. In the house there needs to be a space large enough to provide for the children's visitors just as there is for adult visitors.

The second quality, that of self-reliance, is one quite often neglected during the early years. It is so much easier to feed a small two year old than it is to teach him to feed himself and there is frequently a good deal of pleasure to be had from helping him. It will be much better for him, however, if he gradually learns to do for himself rather than to depend on others. If one takes advantage of a child's natural interest in doing little things for himself, if one is patient, realizing that he will develop skill only through practice, if one praises worthy efforts occasionally, if one provides the kind of equipment which may be managed by small bodies, then the child will have an opportunity to grow in self-reliance and preserverance and to know the joy of achievement. Unless the equipment for eating, dressing, etc., is of such a size and shape that it may be managed by small and growing bodies, the child may know only discouragement.

The following pieces of equipment will help him to learn to feed himself.

A small table and a comfortable chair that “fits.”

An oilcloth doily or any cover not seriously injured by the spilling bound to come with learning. Oilcloth dollies are often shellaced on the under side to prevent curling.

A rather deep plate, bowl and sauce dish with plain round edges. The dishes should be of such a shape that they will not tip over easily.

A pitcher with a long lip and a handle which a child may grip easily.

A small but rather heavy glass which is a little smaller at the base than at the top so that the child's hands may grip it easily.

A small straight handled spoon and a small fork with straight tines.

A salad fork usually serves the purpose very well. A very young child has no use for a knife.



Eating equipment which fits this two year old.

A self-help bib.

A small bowl for flowers or a bit of green for his table.

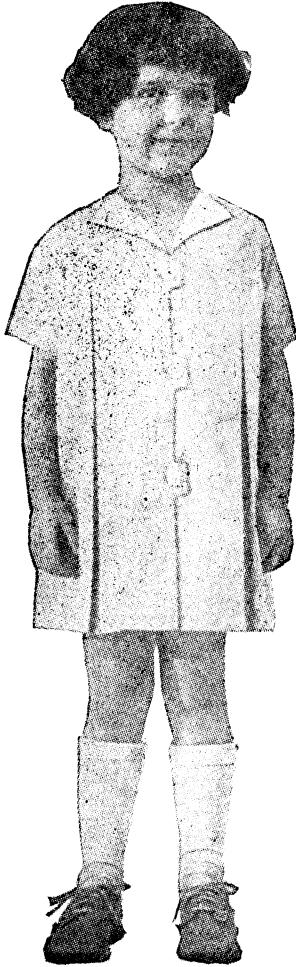
To fit the child the table will be just high enough so that his elbows will be on a level with the top when he is sitting in a chair that fits him. A good wooden box of the right height may be used for a table when it is painted or covered with oilcloth and the open side turned toward the child so that his knees slip under the top comfortably. The table may serve many purposes other than dining, and the child will want to draw and cut and carry on many other activities there if it is a comfortable place to be.

The small table of his own is especially useful in the farm home where adult meal hours are so very different from those that meet the needs of the child. There is always less danger also that he will be offered samples of the highly flavored, highly seasoned foods often included in the adults' meal, which are likely to destroy his interest in the simple foods so necessary for the building of a healthy little body. Sooner or later he will need to learn to enjoy his own food without expecting adult food; however, it is well to be certain that he has first built up good food habits suitable to his age. As he grows older, he will also need to become accustomed to the socialibility of the family meal hour. Because the family breakfast usually comes at an hour which meets his needs it is a good meal to choose as an introduction, a little later the noon meal may be added and finally he may make his appearance at the evening meal unless it comes quite late in the day.

Comfortable chairs for children are rather rare. Many of them have seats that are too narrow and flat or a back that is too straight. The most comfortable straight chair for a child, like that for an adult, has a saddle seat and a back with slightly horizontal pieces which allow the hips and shoulders to adjust comfortably and to assume a good posture at the same

time. Such chairs are not easily available except from companies which supply nursery schools and kindergartens. Some parents have been able, however, to make fairly comfortable chairs for their children by re-working others or by making new ones with wide seats made from strips of inner tubing woven together and with horizontal supports properly spaced in the backs.

There are still to be had a few old fashioned chairs for children made with seats of oak splints. These are usually comfortable, strong and attractive. When it is possible to choose a chair for a child, let him sit in



An attractive dress with simple closings.

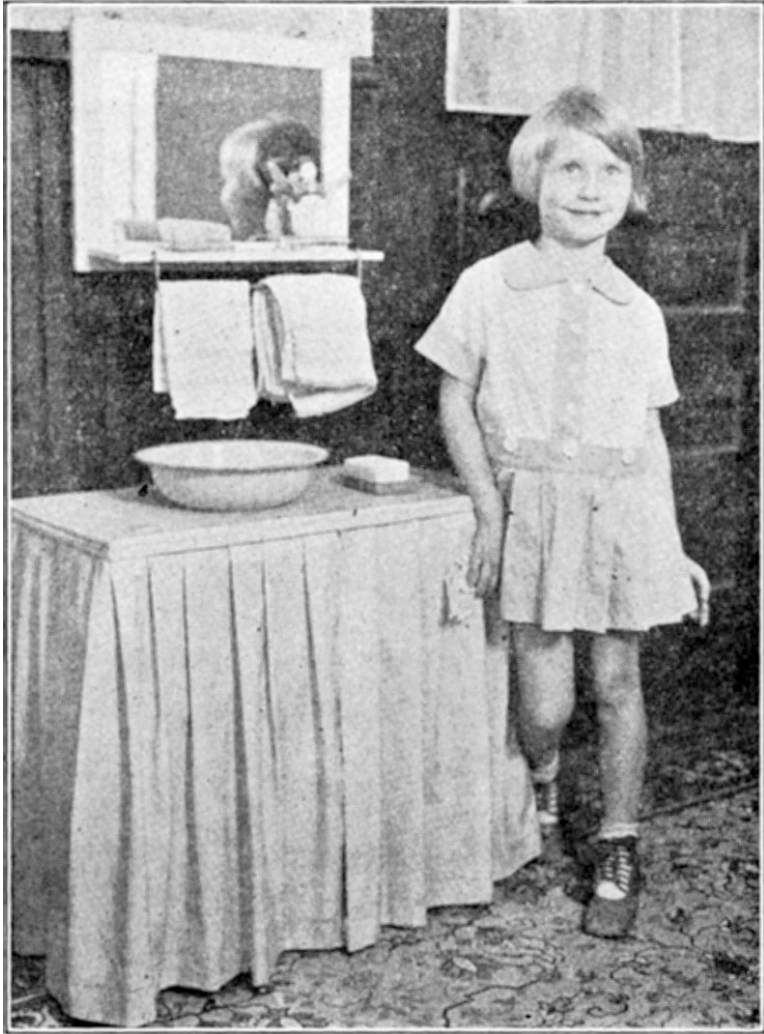


A comfortable and convenient suit for the small boy.

(Courtesy U. S. Bureau Home Economics)

several before making a selection. If a chair fits him, his feet will rest flat on the floor and he will seem to be comfortable.

Children's dishes are far more attractive if they have some simple colorful decoration. Mother Goose characters are not appropriate decorations and may distract the child's attention from eating.



A small washstand made from orange crates.

A self-help bib is shown in the illustration. It is so designed that a child may put it on or take it off without the aid of adults. Soft absorbent cotton material, such as turkish toweling, is cut in bib shape and an eyelet is worked at each shoulder. At each eyelet a tape is fastened which is run through the opposite eyelet. When a button or a bone ring is fastened to each of the free ends of the tapes, they may be pulled and slipped over the head and then drawn up so the bib is in place.

A small bowl for a few flowers or a bit of green is not a necessity, but it brings joy and an appreciation of beauty to children just as it does to adults.

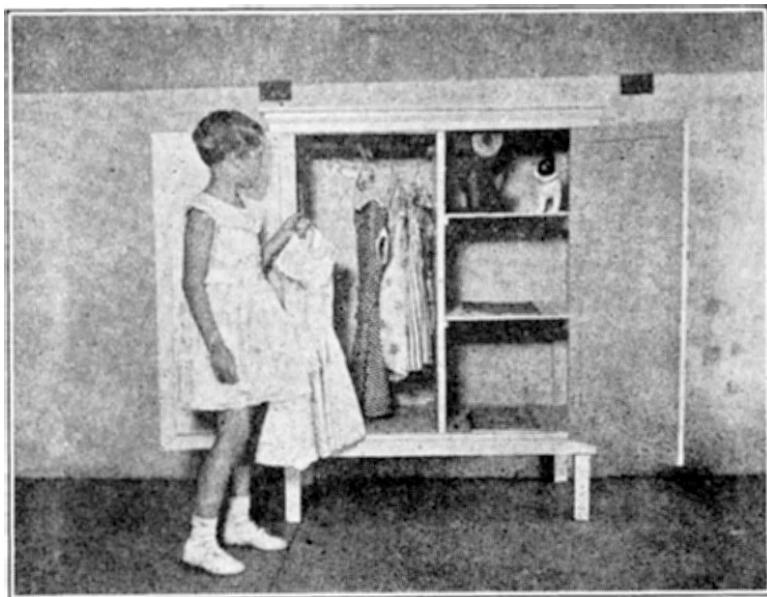
Learning to feed himself is only one of the achievements of the young child who is given an opportunity to do for himself. Learning to dress himself is especially interesting to him; however, his clothing is often so complicated in design that he is unable to manage it. Little boys' suits too often have many small buttons and complicated belts run through many straps and finally fastened with a heavy buckle. Little girls' dresses also are made difficult with numerous small buttons or snaps and with fastenings at back or shoulders. The U. S. Bureau of Home Economics has designed some garments which are not only easily managed but comfortable, healthful and attractive. The illustrations show one of their designs for little girls and one for small boys. Both ensembles have front openings, few but large buttons and easily managed buttonholes. The trousers of the little boy's suit have a drop front to aid him in developing good toilet habits.

If the small child is to learn to wash his own face and comb his hair, he will need equipment for this purpose. It is a simple matter to place a towel rod for his own wash cloth and towel low on the bathroom wall or by the washstand. If he is also provided a good box or stool on which to stand, if a mirror is hung low enough so that he may see the results of his handiwork and a bright colored cake of soap of his own is provided, he will not only be better able to do these things, but he will be much more interested in doing them. The low box or stool will also be useful to step upon at the toilet. His toothbrush will of course have its own place.

When there is room, it is a fine plan to provide the child his own washing equipment as a separate unit such as that shown in the illustration. To make this small washstand two orange crates have been stood on end and fastened together. A good board cut to fit was nailed to them to make a firm smooth top, and a gingham curtain was hung around the stand. Oil cloth was used to cover the top. The shelves of the orange crates are used for play materials.

If we wish little children to learn to be self-reliant about caring for their own clothing, we will see to it that there are some low hooks in the coat closet and in a clothes closet and that they are not obscured by the clothing of adults.

Perhaps the best arrangement is to provide the child a wardrobe of his own. These may be purchased or they may be made quite easily. Packing boxes in which radios or refrigerators are shipped are often a good size for this purpose. The illustration shows a homemade wardrobe made from a packing box. A good new board cut a little larger than the top of the box has been placed on top and a bit of molding added to make a neat finish. Good scrap lumber was used for the partition, shelves and doors and part of a broomstick for the pole for hangers in the dress compartment. Shelves are to be preferred to drawers because they are so much more easily managed by children. For a young child the wardrobe may be placed on casters. After a few years, short pedestal feet may be added and it will still be use-



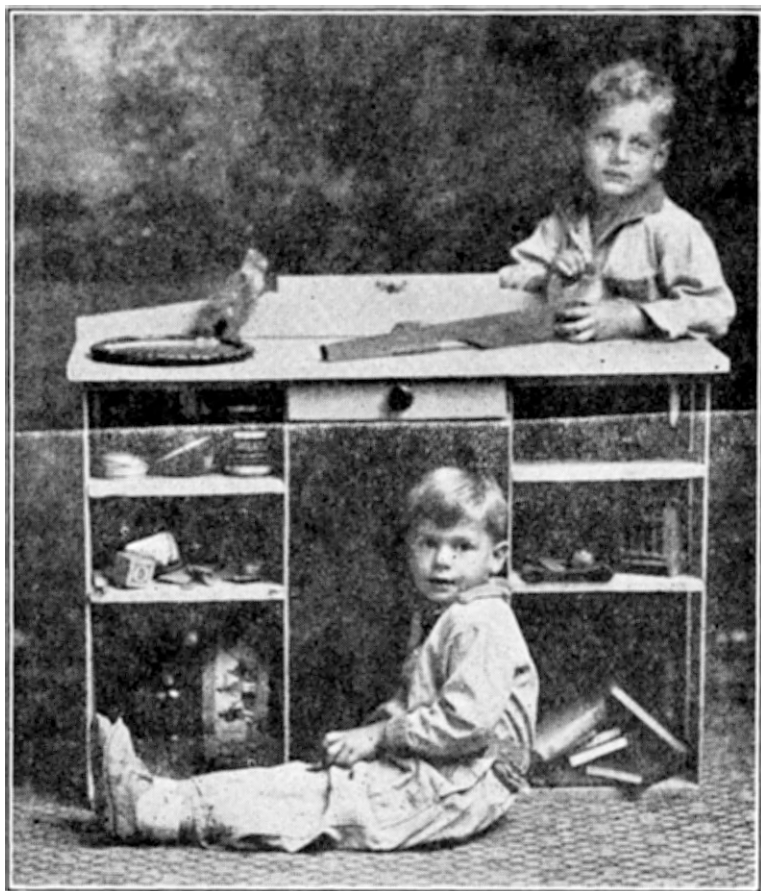
A child's wardrobe made from a packing box and a few new materials at a total cost of \$1.80.

ful. When good materials are used and the wardrobe is well painted, it is an attractive piece of furniture and it is the child's own possession, one of which he may be proud.

If he is to learn to care for his own play materials, a child will need a good place to keep them. High or heavy drawers or a box with heavy lid might be more than he can manage, but a few low shelves of his own or a good box on casters are practical and useful. If the shelves are painted the same color as the wall and the shelf linings are painted a gay and harmonizing color, the toy shelf will not be unattractive. The illustration below shows a combination toy shelf and desk made from orange crates. A good new board makes the desk top and a knife drawer serves as a desk drawer for pencils and crayons.

Another social quality which a child may begin to develop very early is the ability to cooperate with others. Wanting to "help" is a common desire of little children which when allowed to express itself in wise ways provide them a fine experience. It is not always easy to let them help, but the pleasure they gain and the lessons they learn are worth much more than the cost in patience. Children need also to be assigned little tasks so that they may learn to assume responsibility. They need to understand that they do these things for all the family.

It is important however to fit the task to the abilities of each child and to see to it that they provide the child a sense of achievement. A small broom and dust pan make it possible for a four year old to sweep up scraps and enjoy it, a small hand sprinkler will enable him to help with his own garden, and a non-tipping stool will raise him high enough to work at the



A combination toy shelf and desk made from orange crates. When these children grow older, they may use the toy cupboard as a desk.

kitchen table with mother. There are certain play materials which require cooperative effort if they're to be enjoyed; a seesaw, a ball and even a sand-box and slide are enjoyed most when shared.

All of the articles which were mentioned as helpful to a child in developing habits of self-reliance, the wardrobe, the toy shelf, the desk, the washstand will also help him to develop habits of neatness and orderliness.

Respect for the possessions of others grows best when the child has a good example set for him in his own home, when each of the family respects the possessions of each of the others. If his mother permits him to destroy the play materials of his older brothers and sisters or to interfere with their projects or if instead, other members of the family interfere with his possessions, he has no standard to follow. Each child needs his own

play materials just as he needs his own clothes. He needs a place for his "treasures" which all the members of the family must respect. If he is provided only strong durable play materials which withstand wear, he will more readily acquire a respect for property than if he has flimsy cheap play materials which his normal investigations are bound to destroy.

Some Ways in Which the Child's Home May Contribute to His Mental Development

Young children are developing mental qualities which may be helped or hindered by the physical environment of the home. These are some of the ways in which the home may contribute to their development:

1. For ability to control attention—play space indoors and outdoors, a play pen for the baby, interesting and suitable play materials adapted to the stage of the child's development.
2. For ability in judging, size and shape—suitable play materials, pictures and stories.
3. For muscular control—balls, swings, trapeze, slide, wagon, seesaw, hammer and nails.
4. For creative ability—play materials with which he can make something or "make believe."
5. For good speech habits—well chosen books and stories.

It is not a simple matter for a child to develop the first quality, the ability to control his attention and to stick to one thing for a reasonable period of time. It is often made more difficult for him when there is no place in his home where he may work or play without many interruptions. When it is possible for him to have a room of his own, he can use it to good advantage, but when this is not possible, a corner in another room will be useful. There he will need the shelves for his play materials and some free space which belongs to him. If he is to grow in perseverence, he must not only have a place for his own activities, but interesting things to do there. He needs the kind of play materials with which he can "make something" such as large crayons, blunt scissors, water colors, plasticine, blocks and sand. As he grows older he will use these materials in new ways and he will need in addition the kind of materials which he can use in "make believe" such as trains, boats, wagons, dolls and their equipment.

For ability in judging size and shape, for muscular control and for helping to develop creative ability, we find again that well chosen play materials provide the tools by which children learn. The ability to judge size and shape comes with experience. Handling articles of various shapes and sizes such as cardboard boxes, spools, pans and orange crates; learning to mount steps and to throw balls are helpful experiences.

Good pictures of his own may contribute much to the happiness of the child as well as to his development. If he is to enjoy them, he should have part in their selection and in their hanging and they must be hung low enough so that he may see them easily. There are a few simple standards to be kept in mind in selecting good pictures for children. First, they must be artistic in color and line. Clear bright colors are most interesting to a child. Second, the objects in the picture need to be fairly large. Third, the subject of the picture needs to be understandable to the child. Pictures of other children and the ordinary things they do, of trains, cars, of familiar animals, of vegetables and fruits are interesting to children. Fourth, the pictures need to be free from much detail and to express only one dominant thought. There are some magazine covers which meet all of these standards. They may be pasted on construction paper of a harmonious color, or on heavy cardboard, and then framed with passe partout. Sometimes a good

picture is shellaced before framing and this makes it possible for the young child to have a larger part in its care. Such pictures may be changed occasionally; however, it is well to have one or two good pictures as permanent possessions which the child will enjoy more and more as he grows older.

Muscular control is considered a mental quality in a young child because the brain must direct its development. While he is learning to manage small arms and legs, a child needs trees to climb, soil to dig in, a swing, a seesaw, balls, a wagon, and a trapeze or knotted rope. Many of the play materials already listed will interest a child in "creating" something; in using initiative, and in being resourceful. The crayons, boxes, paints, clay, hammer and nails, are all useful in this way as are scraps of bright colored cloth, pieces of wall paper and old magazines. Many play materials are not interesting to children because they give them no opportunity to create, for example, a completely furnished doll house is usually not so welcome as the materials with which to make one.

There are many good reasons why every child's home should include some good books for children. The desirable effect on a child's habits of speech are only one of these. Certainly it is true that his "mental food" should be very carefully selected. "Stories should be chosen to meet the age and experience needs of the individual child . . . It is better if they are concerned principally with the real happenings of his every day life. Fairy stories and simple fanciful tales have a place in the literature of the pre-school child, but they must be carefully chosen. The wonder and imaginative appeal of the unreal are a delight to him, but stories that emphasize the gruesome and contain unwholesome elements are undesirable."

Some Ways in Which the Child's Home May Contribute to His Emotional Development

Perhaps there is no phase of a child's wholesome development which is more important for his future happiness than his emotional development. If he is gradually learning from his earliest years to overcome fears in wise ways, to control anger, to face difficulties and to enjoy friends, he will be developing emotionally. The best way in which parents may help their children to grow up in this respect is in the attitudes they express in their every day living, their own attitudes toward dangers, difficulties, sorrows, pleasures, and their own self-control. However, there are little ways in which they may express their understanding of the child's needs through the physical environment of the home.

1. For caution rather than fear—pets, safe play materials, safe surroundings. For a sense of security—many places for the child in a "whole family" house.
2. For anger control—manageable materials which do not cause him to feel helpless, some privacy, protection from materials which he might injure.
3. For modesty without emotionalism—a room of his own if possible—a bed of his own.

Learning to care for pets is a valuable experience for a child. He may gradually learn how to care for them properly and to enjoy them rather than to fear them. A hen and chickens, a short haired dog, rabbits and goldfish are all suitable pets for a child.

A sense of security and a feeling of "belonging" comes to the child who lives in a "whole family house" where there is something of his own in each room. In the living room it may be only a comfortable chair and desk,

*The Home and the Child—White House Conference on Child Health and Protection. Volume III A—The Century Company—1931.

some picture books and a picture of his own hung over his desk. In the dining room his own table and chair, a picture and perhaps his play corner are likely to be found. In the bathroom or by the washstand are his own towel rack, his box or stool or better still his own washstand. If he doesn't have a bedroom of his own, he will at least have part of a bedroom with his own bed, his wardrobe, his chairs and his pictures.

Manageable materials which do not cause a child to feel helpless prevent many unnecessary temper tantrums. It is true of course that a child needs to have something hard enough to do to stimulate his efforts, but he is sometimes given something far beyond his capacity. For example, a three year old girl hasn't developed the control of small muscles which is necessary to do sewing, but she is ready for large crayons and sand; neither can a three year old boy enjoy the fine manipulations required for building with Tinker Toys, but he is ready to manage large blocks and paints and clay.

Another frequent cause of temper display is over-excitement and over-tiredness. This often comes because the child has to live too much with adults and with others whose ordinary activities are over-stimulating to him. For this reason he needs some place of his own for rest and quiet and for his own interests.

The objects which a young child is likely to injure in his normal investigations should be kept out of his way. As he grows old enough to understand, he will need to be taught how to handle and care for them. Then he will develop a sense of responsibility and pride in doing his part.

A room of his own, in addition to its usefulness in many other ways, provides a child an opportunity to gradually develop a sense of modesty.

Many other fine qualities may come to a child from growing up in a home which meets his needs. He may learn kindness from the experience of caring for pets, and worthy ideals may be built when he grows up with good books, good music and good pictures, but physical equipment alone will not grow a wholesome child. There must be wise training from understanding parents. Of all the influences in the home there are none that are anything like so important as the folks who live in it.