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The 'Allenburys' System will give your baby the vital capital necessary to meet the ever increasing demands of steady growth and progress. The carefully-graduated series of foods supplies the essential nourishment in the form best adapted to baby's needs at baby's age.

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Birth to 3 months

Milk Food No. 2

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6 months and onwards.

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Sharland & Co., Ltd.

Lorne Street, Auckland

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The Creative Impulse in the Child

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the teacher has found a motive for bringing the children to a realisation of these arts. And we must compute among the grains much knowledge incidentally acquired, for Marjorie now knows how and why the Penny Post came into existence, and how messages were previously transmitted, so that Marjorie is having her first history lessons in a living and forceful way.

Six-year-old John's stamp-collecting craze was turned to good account in the construction of his stamp album, and the home-made book reveals itself to me as of far greater value than the most beautifully bound volume of a celebrated philatelist. Help was given in finding the most economical method of measuring the rectangles for the stamps, but John ruled the pages all by himself, and in counting the number of stamps which could be mounted on the page he discovered how to build up his six times table; for six stamps would go on one line, twice times six on two lines, and so on. As he counted the names of the countries to be included in his book he was led naturally to

was helped to mark the lines of the principle railways, while at the same time an impetus was given to the study of the history of transport from present times back to the days when George Stevenson's Rocket changed the outlook of the world. This study was further pursued to primitive times and through the ages. The railway guide became Charles's standard textbook, and many were the hours he spent pondering times, distances, and cost of the various journeys, inasmuch that he assimilated many working mathematical ideas. Thus through this absorbing interest he could truly be said to be educating himself.

In the same way, beginning with the model of a ship, Marcus's interest led him into a number of unforeseen avenues dealing with geographical and historical schemes. Marcus chose to make a model of a liner from empty boxes, gas-mantle boxes, and other waste material, and then used his map of the world for finding steamship routes and distances of journeys as outlined by the shipping companies which had



George and Pamela Carter, of Invercargill.

W. McLean

the contemplation of the map. His mother seized the opportunity of helping to classify the countries, with the result that John learnt the term "continent" with its definition in a living connection rather than in a formal school lesson. The capital of each country is given with the country, the British possessions and so forth are named, showing that John has accumulated a wealth of geographical and historical information incidentally through this work. Also the care with which he has written his statement points to the fact that penmanship when accompanied by a motive has a greater opportunity to acquire beauty (and character training through the effort put forth) than that which is merely an end in itself done under compulsion as was the copy-book work of the old regime.

A model of a train made by seven-year-old Charles led to the study of the railway systems of England, and great was Charles's enthusiasm when he was given a large map of England and Wales into which he

liberally supplied him with literature and pictures, a delightful help in the drudgery of reading lessons. From liners he turned to the making of ships other than liners, and a model warship was used to turn his thoughts to the Navy. Again, interest was stimulated further, and a fine series of models illustrating ships through the ages proved that he had used his powers of thought in the reading and research required for the work.

There is always this widening of the circle as the work proceeds, with great possibilities of getting related, associated ideas through constructive work acting as a stimulus to thought, provided that there is guidance so that ideas will be amplified and developed. Interest in constructive work arouses thought naturally, and thought thus aroused can be directed into many related subjects.

These are but a few examples of the way in which constructive work may be made of intellectual