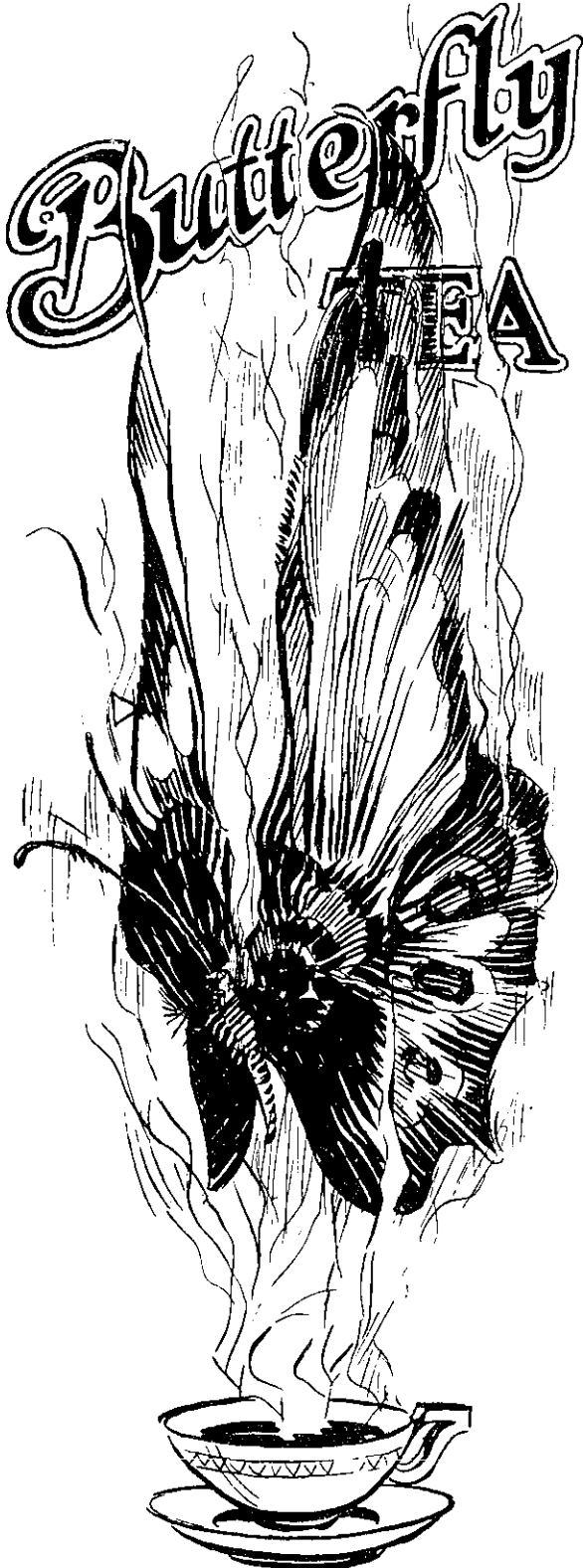


SUPPLIED BY
ALL GROCERS



The aroma of Butterfly Tea, fresh and sweet as an Old World garden, and the flavour, soft and elusive as the flight of the butterfly among the hollyhocks, has made this tea the favoured tea of the discriminating.



Wholesale—BROWN BARRETT & CO., LTD.,
Auckland.

Parents and their Children

(Continued from Page 85)

efficiently in the past and even in the present—the precocious child. They are few and far between, but are still considered as the only ones who have the right to the title "clever."

Mrs. Meynell, in one of her interesting essays on children tells us that "time was when childhood was but borne with, and that for the sake of its mere promise of manhood; education was nothing but an impatient prophecy of the full stature of mind and body."

This impatience of immaturity and eagerness to hasten through children's spring, with all its own peculiar loveliness of slow development in the course of nature, seems to have been a characteristic of the parents of all ages, and unnatural precocity afforded to some at least an exquisite joy.

John Evelyn, in his diary of 1658, writing of his little son Richard, says: "At three years old he read any character or letter used in our printed books, and had gotten by heart before he was five, 700 or 800 Latin and Greek words together with their genders and declensions. . . . More to be admired was the loveliness of his judgment, that being much affected with the diagrams of Euclid he could interpret to me many of the common postulates and definitions which he would readily repeat in Latin, and apply. He was in one hour only taught to play the first half of a thorough-bass to one of our church psalms upon the organ. . . . Let no man think we did hereby crowd his spirit too full of notions. Those things which we force upon other children were strangely natural to him." As this little boy died before he was five and a-half years old, we cannot tell what he would have become. Stevenson, with whimsical wisdom, says: "Though here and there a Lord Macaulay may escape from school honours with all his wits about him, most boys pay so dear for their medals that they may not afterwards have a shot in their locker, and begin the world bankrupt." And Richard Evelyn might have been a dire disappointment.

To obtain this background of culture, to force the child's intellectual development has been the anxious desire of those who wish to call their children "clever," and in the process childish traits and desires have been repressed, together with those instincts and impulses which psychologists now tell us hold promise for the future, if allowed to develop naturally.

The modern outlook is wider and saner; parents are coming to understand and express sympathy with their children; consequently the child's behaviour is natural to a degree that would have scandalised our forefathers, as would the parents' desire to live with and for their children and to gain their confidence.

Two difficulties possibly beset parents in carrying out this ideal: on the one hand it is so hard to remember how one felt and acted as a child, and on the other many parents have had no adult experience of little children before marrying, and, being faced with their own small enigmas, consequently they may fall into errors not unlike those we have been deploring.

Instead of urging the child to be clever, many parents to-day assume that truly their duckling is a swan, as there lurks in most parental hearts the desire for their own to outshine someone else's child, and this becomes more prominent when the child enters the competitive arena of school. One can hardly expect that other people's children should make the same appeal as one's own, but there is much that can be learned from a study of these, and the open-minded parent of broad sympathies thus gains much knowledge for the solution of his or her particular problem.

"Only with children who have specialised intellectual abilities is it possible to secure mental activity without participation of the organs of sense and muscles of the hand and eye."

It is right that this type should be given every opportunity to develop their gifts through the school to the university, and to give the best of their powers for the benefit of mankind. Speaking generally, there is no fear of this class being overlooked. Intellectual cleverness seems to be easily recognised and joyfully hailed, as we have seen in the past; it is to the other types recognition has come and still comes more slowly. Let us realise that there are "diversities of gifts" and that "every man hath his proper gift of God, one after this manner and another after that."

Not from the child's reactions to the school curriculum, with its analysis and abstractions, must the child's powers be assessed; his title to real ability must depend upon his attitude to life-situation—to life itself.

We should not be too concerned with one type of cleverness, but recognising each child's peculiar gift give to it scope and guidance, so that the best and highest development for each is possible. Ours is the responsibility for this development; and, as the smoothing of the path for little feet is ours too, we shall do our utmost to avoid placing stumbling blocks in their way, by which their gifts and powers will be hindered and misdirected.



Man proposes; and the Divorce Court exposes.
Marriage: The Vision,
Divorce: The Re-Vision.