

sistent experiment. Babies are willing to do things wrong, even while trying their best to do them right.

18. BABIES AND YOUNG CHILDREN LIKE TO HEAR ADULT CONVERSATION and will often sit quietly for a long time just to hear it. If we want to help little children as they learn to talk, one way to do so is by talking to them in a natural, inspiring way, and by letting them be around when we talk to other people.

19. TALK TO YOUR BABY FROM THE MOMENT THAT HE IS BORN. Naming things around the house as you talk to the baby is very educational, but be careful when naming something not to tell the child as if it were a lesson, nor should you test him by asking, "What's this? What's that?"

20. QUIZZING PUTS THE CHILD ON THE SPOT where he will feel that if he says the wrong thing, he has done wrong. Too much quizzing is likely to make him think that learning does not mean figuring out how things work, but getting and giving answers that please grown-ups. If you question a child too much or too sharply, you are more likely to weaken his understanding than strengthen it.

21. MOST PEOPLE ARE TACTFUL NOT TO POINT OUT THE ERRORS OF OTHER ADULTS, but not many of us are ready to extend this courtesy to children. It is important that we should, because they are so sensitive and easily hurt, humiliated and discouraged. We should even be careful about mentioning mistakes which they themselves have corrected. They may not like to be reminded of them.

22. ONE GOOD WAY TO HELP CHILDREN LEARN THE NAMES OF THINGS IS

BY TALKING ABOUT THINGS THAT YOU DO TOGETHER. When a baby shows us by his expression, by his tone of voice or by repeating his words over and over that he is trying hard to tell us something, we should try just as hard to understand what he is saying. If the child's efforts to get a response from the world and people around him fail, he may well decide that there is no use in trying. Lack of skill in conversation is also likely to make poor readers.

23. THE CHILD WHO IS NOT FLUENT WITH WORDS FEELS BOUND HAND AND FOOT AND MISUNDERSTOOD. In any group of children, there should be time available for children to talk to each other about whatever interests them without guidance or interference from adults.

24. YOU MAY WANT TO PLAY THE FOLLOWING LANGUAGE DEVELOPMENT GAMES with your baby, beginning when he is about ten months old. Play them each day and try, if possible, to keep to the same time each day. (Between 10:30 and 11:30 am is usually a peak period for most children, as also is early afternoon.) The learning games should generally not last longer than 10 minutes, and be sure to make it fun!

25. THE CHILD MAY BE ABLE TO LEARN UP TO FIVE NOUNS A WEEK.

Choose words and objects that he is already relatively familiar with. For example: Week One--baby, mommy, daddy, dog, bed. Week Two--car, spoon, cup, ball, mouth. Week Three--apple, doll, book, shoes, sock. Week Four--clock, teddy, banana, nose, light.

26. FIRST FAMILIARISE YOUR BABY WITH THE OBJECT that is represented by the noun you are teaching for that day. An example

for a mother teaching the word "mommy":

27. SIT THE BABY ON YOUR KNEE FACING YOU and take his hands and encourage him to touch your face. Clearly say the word "mommy" several times. Then look through a magazine together pointing at the ladies and saying the word "mommy" distinctly and clearly each time. Choose a good clear photo of yourself and glue it into the scrap book. Underneath, print in large, clear lettering the word "mommy". Point at the picture and say "mommy". Point at the word and say "mommy".

28. EACH TIME YOU PLAY THE GAME, TURN TO THE WORD PAGES THAT HAVE BEEN TAUGHT PREVIOUSLY and point to the picture and say the word, and then point to the word saying again the word. When you have no photo of the baby's actual object you can use magazine pictures that you have cut out.

29. YOUR BABY WILL LEARN TO IMITATE THE WORD YOU ARE TEACHING. When he begins to attach a particular sound to an object consistently, it shows he is beginning to understand what language is all about. Do not discourage "baby talk" from him, but do not imitate the sounds he makes. Continue to teach him all the nouns in his environment this way.

30. BY PRINTING EACH WORD IN THE SCRAPBOOK BELOW EACH PICTURE, YOU HAVE ALSO BEGUN TO TEACH HIM TO READ. He has seen the written word every time he has heard the word spoken and seen the picture. This will be an advantage for starting an early reading program and in building a close mother and child relationship through personal time shared together. TEACHING COLOURS

31. ANY MOTHER OR HELPER CAN EASILY TEACH A CHILD COLOURS.

Learning to differentiate between colours should be a game and great fun for toddlers!

32. THE FIRST IMPORTANT THING TO REMEMBER IS TEACH ONLY ONE COLOUR AT A TIME. Progress to teaching the second colour when he is sure of the first one. You can teach the colours through the following learning games:

33. GAME 1: SUGGEST TO YOUR TODDLER THAT TODAY IS GOING TO BE "RED DAY" and you are going to play with all the RED toys you can find. Go together to his toy shelf and pick out as many red things as you can find. Each time you choose one, say clearly, "This is a RED car; this is a RED block", etc.

34. COLLECT AS MANY RED ITEMS AS POSSIBLE AND PUT THEM ALL TOGETHER IN ONE PLACE. Reject anything he offers you which is not red, but do not mention any other colour. Give a lot of praise when he picks out a red toy to play with. Children love encouragement.

35. GAME 2: GIVE YOUR CHILD PAPER AND A RED CRAYON and encourage him to draw. Cut out some shapes from gummed red paper and let him stick these onto his picture. At every opportunity say, "This is a RED crayon; this is RED paper."

36. GAME 3: YOU CAN START ASKING THE QUESTION, "WHAT COLOUR IS THIS?" Hold up one of the RED toys you picked out of his toybox. Ask, "What colour is this car?" Pause a few seconds and give the response yourself: "It is a RED car". Repeat this with other objects, returning to the first one and asking again about its colour. You may have to answer for your-