

antly." Though life cannot be defined, it can be quite readily recognized and measured. Wherever it is present there is power to respond to stimulus of some kind. Ability to respond is the measure of life-efficiency. This is true whether reference be made to bodily or to mental conditions. A child with good eyes and love of beauty in his soul responds to the call of the wild flowers; a child with a good ear and music in his heart responds to the call of the birds and the whisperings of the trees. These children are alive. But there are some whose sense-organs are impaired and some who are almost dead to all appeals of beauty. Worse still, there are some who are almost dead to all moral appeals. Here the teacher may learn a lesson from the blacksmith. By blowing gently on the dying embers, and by cautiously adding fresh supplies of fuel, he can create a blazing furnace. So the teacher, by gentle stimulation and loving guidance, may be the means of converting a helpless and almost lifeless soul into a power for use and glory.

"There is in every human heart
Some not completely barren part,
To plant, to watch, to water there;
This be thy duty, this thy care."

This means the study of individuals, for all are not equally possessed of life. Some require gentle stimulation, careful tending. Others can endure rougher treatment.

How Life is Built Up.—Life is made up of experiences. "He most lives, who thinks most, feels the noblest, acts the best." Experiences are the stuff out of which life is made. The most important thought in this connection is that "*all experience results from stimulation and response.*" If children are to live and live more abundantly, they must be stimulated from day to day in a wholesome manner, and they must respond freely and naturally as occasion offers. The good teacher is he who sees to it that stimulation is suitable and