

discussed for us the part that the will plays in the child problem. The will of the child should be neither broken nor bent, but helped to grow up strong, straight and beautiful. Without will, we should not be moral beings. God gave the child the desire to express itself through its own activity. Harm is often done to a child even before it is a year old by the parent meddling too much and later on the child suffers for this. The next important step in the moral life of the child is when he exercises the first act of self-control,—when he puts the break on desire and will. At about three years of age, the child comes to a knowledge of himself. This is a critical period in the child's life, and one who did not understand children might be very much mistaken in his estimate of the child, when judging from this narrow point of view. This period is characterized in many children by great restlessness, peevishness and impatience of control. It is heralded by the child beginning to use the various pronouns rightly. I said to a little girl of three, one day, "Now, I am sure you want to be a nice, good little girl while mamma is sick." To which she replied, "No, I'm not going to be a good girl, I'm going to be a very bad girl," skipping and dancing along in great glee. This same little girl was very fond of flowers. We picked some, had a talk about the beautiful coloring and regular shape, etc., without a word more about her conduct. She went home in a happy contented, obedient frame of mind. This little girl is now in many respects a model child. Her seemingly rebellious spirit was only her effort to give expression to her newly-found self. A thousand difficulties in government may be overcome by distracting the attention of the child from the subject about which you *seem* to differ. When the child's knowledge of self is so developed that he knows what he himself does, we can make him responsible for his acts, and gradually train him to conformity with the moral law. Conscience, or whatever name you please to give it, is the child's knowledge with respect to his actions. The other day a lady said to a four-year-old kindergartner, "Do you go to the kindergarten?" "No," she said with a mischievous smile on her face. She had been asked that question before and knew the train of questions following in its wake. "Why!" her mother said, "you do go to the kindergarten. Why do you say that?" "Oh!" I was just making *petent*," she said. Her conscience wanted educating. She wanted