

that group of young men loafing at the street corner, smoking, chewing, swearing, plotting mischief, somebody trained them for just that kind of business.

Some one trained that young man for his career as a burglar. Some one is responsible that that man has no higher sense of the responsibility of life, no higher aim than to sell whiskey or tobacco. Some one trained that girl so that she prefers the most sensational novel to the most interesting chapters of history; or this young lady so that she can make most delicious taffies and creams, but could not broil a steak or bake a loaf to save her life. Some one is responsible that yonder idle woman has a nature so depraved that she prefers to fondle a miserable brainless pug to a sweet infant smiling with its recollection of Heaven. Training! Training! What marvellous possibilities of human development can be worked out through training! Oh, fellow teachers! did you ever stop to think as your pupils sit before you idle, or at distasteful tasks that make them hate work, did you ever stop to think what kind of characters you are building.

Little children love to do, they enjoy exercising their faculties and we have but to direct them in suitable kinds of employment to strengthen that love, and to develop with it the love of accomplishment. Make it an absolute rule to allow no time for idleness. Better a half hour of active, interesting work, and a half hour in the play ground, than a whole hour spent over a half hour's work. Better singing, marching, picture-making, any kind of interesting exercise, better beyond all comparison than idleness.

Again, if the work is distasteful to a child not already spoiled, there is something wrong with the kind of work, or the way it is presented. Generally a child likes to do what is suitable to its age and stage of advancement. All along the line of our school work we have been having too much verbal memorizing and guessing, and not enough *seeing* and *doing*. Little innocent children have been crammed with large doses of partially comprehended facts, until, in the course of nature, reason and judgment began to assert themselves, then the mental stomach refused the "Prepared Food for Infants." We fold our hands and wonder why children take a dislike to school and study.

With the child's love of activity, there is a very strong love of change which we must restrain, and in its place develop the love of accomplishment. Thoroughness is not natural to childhood, but the germs generally exist. They need the warm sunshine of encouragement to develop them. You remember the pleasure you used to feel in a finished piece of work. You know the great satisfaction you now enjoy in an accomplished purpose. Until this becomes a habit it often requires a special effort of the will. With children the will of the parent or teacher must for a long time come in as an aid to that of the child. We must encourage in every possible way, the finishing of that which is begun. We must accept