

a word, watching, guarding in every direction in order that the plant may have every advantage for complete development.

Again, in the training of animals. Dogs for instance, I find that the master or trainer wastes no time, but begins to develop the puppy's intelligence at a very early period. Shall we then allow the child, "The human being," which is of much more value than either plant or animal, to waste his early years, acquiring habits which are most destructive, for his full and complete development. Habits which I know cannot be supplanted in a lifetime. Just think for one moment of the amount of knowledge gained by a child during the first five years of his life. An active, healthy child will be able to speak the language of his parents, correctly or incorrectly, just as they speak it; will know the name and use of all articles in connection with the home life, and much of the surrounding life; will have acquired either good or bad habits of truthfulness, self-control, self-reliance, obedience, order, cleanliness, and industry. Will, in a word, have laid the foundation of his character, and, indeed, I have known children with habits, bad habits, so confirmed, that it was impossible to eradicate them. How were these habits formed and from whom the knowledge gained? From everything which came in contact with *him*—his father, his mother, brothers, sisters, servants, companions, the cat, the dog, in fact he had many teachers.

But you say these are not teachers. Are they not? Can you tell me how it is that an infant only a few weeks old, knows enough to cry for what it wants, cry so as to compel the mother or nurse to do that which they have learned from experience he is crying for. They learn enough in a few months to make slaves of the rest of the household. When a child is born into the world its first utterances are in the form of physical movement, outward movement of arms and legs, inward movement in the shape of cries.

All development must go on through movement, or inner activity, as we found in the plant, therefore we find that in the early years physical development takes the lead, and necessarily so, for before the child can satisfy the different sensations which are crowding in upon him, he must gain control over his arms and legs.

See the proud, happy look on his face when after many attempts and as many failures, he is at last able to execute a few steps unaided, and how after the first conquest in balancing and carrying himself over the ground in an upright position, he is able to run all over the house. Now he is able to take possession of his environment, and immediately he commences to do so, by pulling things down, breaking them, throwing, climbing, lifting, tearing, &c. Notice how a child takes possession of anything which comes in his way. It is his, the only right he knows as yet. See how he loves to grub in the dirt, sand, or whatever soft material he can find; how he loves to smash his play things, and how, with a look of wonder on his face, he tries to put them together again.

How many of us have noticed how quick they are to imitate