

dishonesty. You may trust children to apply the moral whether expressed or implied.

The dawn of reason, the questioning age of the child, may be made very useful in character forming.

Into the kindergarten some fine morning comes a little being throbbing with life, full of hereditary impulses bad and good, teeming with habits acquired in the home from judicious or injudicious parents, full of hopes and fears and little aims for itself. What is the kindergarten going to do to help this child to build up a noble character? Froebel answers, "I would educate human beings, who with their feet stand rooted in God's earth, in nature, whose heads reach even unto heaven and there behold *truth*, in whose hearts are united both earth and heaven, the varied life of earth and nature and the glory and peace of heaven—God's earth and God's heaven." And so through the whole school life of the child. But this end is obtained by different methods at different periods of life. The big boy takes no interest in the fairy tale or fable of the child but revels in tales of adventures by land and by sea. As the child grows his duties increase in number, for his field of operation widens; but he is making for the goal of manhood, the time, when he too, a citizen of this fair country, shall take its interests to be his interests, shall sink his own petty schemes and live for the common good.

Lastly, let us for a few moments consider what the school proper is doing toward the upbuilding of character. The simultaneous exercises of the school-room are useful. The very simple act of marching has a decided mental and moral effect. The quick alert soft rhythmical tread of the young soldier inspires order in mind and morals. Some boys in walking lurch forward their shoulders dragging the rest of their anatomy after them as a dead weight. Teachers must sound a note of warning with respect to the way boys ride their wheels or we shall have the *descent of man* proved much more easily and conclusively than his "ascent" has been.

We are using neither the penitentiary form of government nor leaving the child entirely without control; but are striking a happy means.

We are teaching the child to compare his work with his own earlier work rather than with that of another at the same period.