

that might have followed. Only while the instincts and perceptions of the child are developing and while the will and intelligence are weak should the will and intelligence of the parent be substituted for those of the child. As he grows stronger under the wise, kindly guidance of parent and teacher in the home, the kindergarten and the school, assistance from these should be gradually withdrawn until, when he graduates from school, he is capable of governing himself. How unwise of parents and teachers to begrudge children any exercise of their own will !

Habits are not moral acts though they are valuable aids to the formation of character. A child may be taught to take its sleep at the same hour each day and to perform many other acts quite automatically. But a moral act is an act done in conformity with the moral law and requires the active exercise of all the child's powers. For the carrying out of any moral act there must be an alternative course of action, the will to perform the acts and knowledge of the moral law. Therefore we see the necessity of gradually opening up opportunities to the child and giving him beforehand knowledge enough to act rightly. When the child has not been trained to think and act for himself, where the will and the intellect of the parent have decided all moral questions, the sudden withdrawal of the parent has been disastrous. The child is like a rudderless vessel tossed hither and thither on the sea of life. A child in play is left pretty much to himself in making moral distinctions. This is his free spontaneous practice ground of the moral virtues. Froebel very wisely would use play as an educative factor in the child's life, but take away from the child the power of expressing himself and so-called play becomes work.

"Childhood is the slumber of reason," says Rousseau. His poor Emile's reason certainly had a long sleep. Childhood is the wake time of the imagination ; and it is through the imagination that the child's most important lessons in character forming are to come. If you want a child to be unselfish let him practise little acts of kindness, to be gentle acts of gentleness, to be a hero little acts of heroism from examples to be found in the stories, fables and parables read or told to him from the children's classics. Tell the child an abundance of good stories illustrative of humility, self confidence, bravery, cowardice, truthfulness, lying, honesty