

THE CHEMAWA AMERICAN

H. E. WADSWORTH, Superintendent

VOLUME 15

JUNE, 1913

NUMBER 9

THE INFLUENCE OF THE HOME SCHOOL AND COMMUNITY UPON THE EDUCATION OF A CHILD

JOHANNA E. HOFFMANN, *Red Lake, Minn.*



THE end of education and instruction of youth is to make men better; not simply more intelligent, but more moral."—Plato.

A careful observer of nature will note that children grow and develop in very much the same manner as plants and animals. Nature has but one law for growth. Plants grown under perfect conditions are perfect. The child born of perfect parents, brought up perfectly, in a perfect environment would probably have no faults; and would develop into an ideal man or woman, morally as well as physically.

The above conditions are but too rarely found; and therefore parents and teachers must unite their efforts to bring out all the best qualities in the child, and restrain the unhealthy ones. If parents fail to do this teachers must do the best possible under the conditions.

As soon as the child's will appears he definitely assumes control of the regulated mind. Before this time all movements and mental processes were automatic. Now he must be guided and controlled. Not as one would control a young horse or deer; but by skillfully seeking for those opportunities and tools that will teach him self-control; and a love for righteousness, to prefer right doing to wrong doing; to make right doing a permanent desire. Therefore, in all dealings with the child an effort should be made to convince him of the ugliness and painfulness of wrong doing. It is true that some children must be disciplined when they enter school; but that is because their home training has been defective and the school must try to remedy the harm which was caused by neglect.

Every child has different natural tendencies and therefore no specific