

rules can be set down for the rearing of children. That is to say all children cannot be governed in the same manner. Each individual has his own peculiarities. One word of reproof might affect one child more than a five minute talk would affect another.

We must all agree that the home has the greatest influence upon the character and education of the child. The home is his first world. There his first impressions of life was received. There the foundation of his character was laid. Therefore, parents must study the nature of their children if they wish to turn them into the right paths of life. A child coming from such a home I will place in class I.

Now, we do not always find parents capable of doing this. There are hundreds of homes in which the parents do not give the slightest thought or attention to the nature of their children. They deal with them as they do their towels on wash day. One and all are forced through the same machinery of discipline. A child entering school from such a home is inclined to be stubborn and uncontrollable. Thus we have the child in class II.

Then we find homes in which the children are allowed to do as they please, providing they do not transgress upon the personal comfort of the parents. These children are sure to be selfish and of the "showing off" temperament. A child from such a home is rarely happy and will continue to be unhappy throughout life unless he should be moved by some inner virtue, or by observing others, to see that happiness is obtained through unselfishness and making others happy. Thus we have the child in class III.

Then there are homes in which the children are not allowed to be "children," the parents' motto being, "children must be seen and not heard." They must not present their own ideas and are hushed up every time they present an original thought. Such a child cannot be happy and is backward in school and will never be able to take the initiative part in life's role as he is under the impression that his own thoughts do not count. Thus we have the child in class IV.

Then there are homes which scarcely can be called homes. The parents being of a demoralized character, leaving their children to take care of themselves most of the time and buffeting them, when their rude nature is irritated at something, which the child is not responsible for. Thus we have the child in class V; one who is indeed a child but whose evil characteristics have been drawn out instead of having been smothered. Now everyone must recognize the fact that the child's education is vastly influenced, when reared under such like conditions, as above stated.

The child of Class I will cause the least trouble in school and if he has the mental capacity will study because he desires to learn, and will