

develop into a broad-minded, ideal man. Of course I do not mean to say that just the children of this class become ideal men and women, because many others from the other four classes, as they mature, strive for a higher life and develop into the finest sort of mankind.

The child of Class II may be a good scholar, but is often morose and thinks this is a very unjust world. He is anxious to get through school, as love for learning has never been impressed upon his mind, and he often leaves before having finished the grammar grades.

The child of Class III has many hard lessons to learn. He must learn that everyone has equal rights in the school and on the playground; that other children's views and liberties must be recognized. This child is seldom bright in classroom and never a favorite among his classmates. He cares little for study, as he thinks he "knows it all", and studies only because he wishes to pass. This group of children will surely be anything but good law-abiding citizens, when grown.

The child of Class IV is usually good in the classroom, if he isn't a dunce, and gives the teacher very little trouble. They are very good workers and grow up to be scholarly men and women. They may be compared to the "workers" in the beehive.

The children of Class V have the fewest chances of becoming well educated. They have been steeped in vice from their earliest days and have parents who care nothing for learning. They do not like the orderly schoolroom. Wild, restless street life is in their veins and they care little for study. Ten-cent detective stories fascinate their young minds, and the result is that they try to imitate the characters in these books, thus developing into wicked, demoralized men, who are continually filling our prisons and asylums.

In the above paragraphs I have separated the children into classes for convenience sake, but there is in reality but one large class of children, all more or less alike, who are strangely different because of their environment and home life.

To the influence of the home is added the influence of the school and community. At the present day all schools are very nearly alike. That is, they seek to impress upon the minds of the children the value of learning and try to excite a natural desire for study and higher morals. Of course rural schools are different in form from the city schools, but their teachings ought to be the same. I do not mean the same studies exactly, but they ought to fit the child for life and show that ideal life can be obtained only in the same measure as the individual desires it. "What we make our children love and desire is more important than what we make them learn."

An undesirable community is always detrimental to the child, as the