

children's development? They think that if they provide food and clothing, little more should be required of them. I do not think so. I believe if *men, fathers*, would take more interest in their children, talk more to them, play with them, be something of what the mother is, "a companion," there would be less need of *reforming* in after years. I have little children in my Kindergarten, who can give a very good account of what they have heard father read from the morning paper. I suppose there is not one here present but can remember how much they thought of a walk, or a talk, or a story from father; but in this nineteenth century there are so many lodges, clubs, meetings of one kind and another, that I fear in the majority of cases the *Home Lodge* is sadly neglected.

There comes a time in the life of every child when they need the strong hand of the father to guide and control them: need *two* teachers rather than one. Next I should say will be the teaching of brothers, sisters, servants and companions. In each and all cases the education given cannot be measured. Children are wonderful teachers. I have a little girl in my Kindergarten who has the gift of teaching in a remarkable degree. I said one day to my assistant, who was rather discouraged with a new child, "Give him to Emily: let him sit beside her, she will initiate him." She did so. In a few moments Emily had the child quite interested, and in a few days quite at home.

Servants. I wonder if we estimate fully the *value* of those in whose charge we place our children? Can we be too careful? Should cheapness or fitness be our guide? Should we appreciate their work and show them that we do, by being liberal and kind to them? Would it pay were girls to fit themselves for such work? and why not? I fear not, because we are not yet as wise as the Romans at the time of that great educator, Quintilian. He says, "Has a son been born to you? conceive the highest hopes of him." The first impressions of the child are very durable. The child's nurses should be virtuous and prudent, their language shall be irreproachable. Would that we ourselves did not corrupt the morals of our children.

The influence of companions is also very great. However a great deal depends on the ideal *man*, the boy has in his mind when he enters the arena of life. If the ideals planted in the character of the boy, it matters little where he goes or whom he meets. I believe he will choose wisely. Such being the case it behoves parents to seek by every means in their power to give strength and firmness to the child's character in the formative period. These are some of the teachers the child has during the first five years of his life. The child then comes under the training of the Kindergarten or Primary teacher. If she is fitted for her work, she will carry on the work begun by the mother and home, and as much as possible after the same fashion. She will understand that the senses are the highways of knowledge, that the child has gained knowledge through the activity of these senses. Activity *physical* and *mental*, and that mainly in the form of *play*. Therefore she will give definite training to these sources of knowledge.