

The boy who makes that determination of a son of God, and determines, puts an end to all other notion, in that moment becomes a man. The girl who thus determines becomes a

woman. Such are accomplishing what the good God set himself to accomplish when he said, "Let us make man in our image."—*Providence Journal.*

HIGH SCHOOL DISCIPLINE.

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THE word discipline in connection with high school is apt to provoke a feeling of hostility. One naturally associates with the word a set of arbitrary rules backed by severe penalties rigidly enforced. The picture of a training school or a military barracks presents itself, and the mind revolts against dreaded barriers to free development of individual characteristics. The feeling is, however, without warrant. The enforcement of good discipline is necessary in every school, and chiefly in the high school, not only because it secures the proper conditions for work, but because in itself it is of transcendent value.

No person in charge of a school-room is a good teacher without being a good ruler. This means securing from the pupil implicit confidence and an earnest desire to accept instruction. The less the effort required to obtain this the better the teacher. That charm of manner produced by a loving, sincere heart and an unselfish devotion to the best interests of the pupil is a chain that holds willing captive many a naturally restive soul. If all teachers possessed this power the question of discipline would never need discussion. But the general lack of it, and the necessity for securing good order nevertheless, demand some rules and their proper enforcement.

Order must be maintained to facilitate study and recitation, to save time and prevent waste of energy. Even

if every pupil were anxious to learn, more progress can be made where the hours for study, recitation and play are systematically arranged and carefully observed. Everything that tends to detract from the business of teaching and from the acquirement of knowledge must be eliminated, then the double work can go on smoothly.

But the securing of this important result fades into insignificance when compared with the higher and the truer object of school discipline. The pupil's moral training is its object, and nowhere can more lasting impressions be made than in the high school. Here boys and girls are in the vital period of life, the transition from childhood to manhood and womanhood. The individual has progressed from a mere curiosity-ruled creature, through the acquisition of memory and imagination and the growth of intellect and will, to the dignity bestowed by the power to form independent judgments.

It is now that his character, determined by his ability to conceive right judgments and to render voluntary obedience, is being definitely shaped. Is this not forgotten when Latin, Greek, English, history, mathematics and sciences are poured into him as though they were the indispensable things of life, and he is governed in his conduct merely so as to render easy this saturation? Their importance is not diminished when