

infancy. In this connection it should be carefully noted that the process of reasoning and reflection belonging to childhood is of a concrete nature, and pertains to such subjects and principles as can be illustrated or demonstrated objectively. Hence the course of study during childhood should be confined to what is concrete and experimental.

18. *The child lives in the present; his actions are almost entirely the products of present attractions and repulsions, of present simple convictions of right and wrong, or of habits already formed.*

(a) The attractions and repulsions which control the child's actions during infancy and the earlier part of childhood pertain largely to the senses. What gives sentient pleasure or pain usually decides the course of action. Hence the system of rewards and punishments so commonly adopted in controlling the child's will. Intellectual attractions and repulsions gradually rise into prominence. As the child enters the period of youth they have a strong influence upon his actions. His volitions gradually become more the products of reason and forethought. His convictions of right and wrong, however, continue to be largely the products of simple principles wrought into his mind by his parents and teachers during infancy and childhood. When a demand for action is made upon him, these principles rise into consciousness and determine the course to be pursued.

(b) All motives which influence the will are states of consciousness—such as emotions, feelings and perceptions of utility, propriety, right and wrong, and so on—which are present at the time the will is to be exercised. These states of consciousness may be either the products of our immediate present surroundings and hence transitory, or they may be the products of past experience, principles, or habits, which

have been wrought into our nature and remain permanently with us, and which are called into consciousness by present surroundings. In the former case, the course of conduct is literally the creature of present surroundings; in the latter, however, present surroundings have but little to do in determining the course of conduct.

19. *The child's course of conduct in after-life, his character and moral strength, depend very largely upon the method of control adopted by his parents and teachers during infancy and childhood.*

(a) This proposition necessarily follows from the position stated in 18 (b). The boy who has been controlled by present enjoyments supplied by an indulgent parent or teacher, when he passes into less favourable surroundings his conduct becomes strangely changed; the amiable and well-behaved boy in the mother's sitting-room or in the teacher's classroom, becomes all at once unreliable and vicious. This is almost the invariable product of that method of governing children which controls them by simply supplying present gratification.

(b) The position stated in 18 (b) points to another method of control. Present enjoyment should not be ignored, yet it should be made simply a means to an end. While ministering to the child's enjoyment, it is the imperative duty of both parent and teacher to see that true principles of action and correct habits are wrought into his being. These he will carry with him as a permanent possession, and they will determine his course of conduct when he ceases to be under the influence of pleasant surroundings supplied by the kind hand of another.

PERIOD OF YOUTH.

This period commences between the ages of twelve and sixteen, and ends