

DISCIPLINE IN THE HIGH SCHOOL.

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There are four elements that seem requisite in the development of a sense of duty and in training in self-control.

The first is knowledge. The child must be led to see in each case what he ought to do, and in most cases why he ought to do this. Thus only will he judge correctly of the nature of his actions and be guided by right principles. Cool and unimpassioned conversation, in private and on the occasion of some special necessity for action, is the most effectual means of securing this result. The numerous "cases of discipline" that occur are just the occasions for such work. Every one is an opportunity for moral training, and only by so regarding and so treating them can a teacher find in them any sort of satisfaction. Often under right handling they become turning points in the lives of the disciplined. The mental views of boys and girls and their reasoning are not always of the clearest. Prejudice and passion often make the false seem true and the worse appear the better reason. Yet most of them by skilful presentation of the reality can be led to see more clearly, and to discern beauty where just before they beheld nought but the beast. This done, along first step has been taken toward right action.

The second element is right motives. The choices of the will are dependent upon the emotional nature. The immediate occasion of each volition in the child is an impulse to act springing from some desire. The character of the desire will determine the character of the act of willing; the intensity of the desire will affect the energy of will exerted. Hence it

becomes the teacher's duty so to surround the pupil, while circumstances permit, that right and wise desires may be suggested to his emotional nature, and thus may lead to right and wise exercise of the will. At this point in moral training comes in the good effect of organization upon school management. Careful proportioning of periods of study, recitation and freedom from restraint should be attempted. The charm of novelty should be invoked while regularity and promptness in all appointments should be secured. All that can tempt the eye or the ear astray, all that tends to undue worry and fret, all that discourages and depresses should be excluded; cheerfulness and brightness on face and in manner should be the prevailing garb. Let us, whenever we can, associate pleasurable emotions with right doing, and stimulate the wish to act as duty demands.

Third among the requisites for training in self-control is the opportunity of choice. The will, like the intellect and the emotions, is dependent upon action for its growth. Where the child is allowed little freedom of choice, unless by reason of heredity there is abnormal energy of volition, there will result a weakness of will, an irresolute tendency, which sorely hinders moral advancement. The control of the master over the slave fails to develop in the latter a desirable condition of will. A man of character must have a strong will, as well as one directed aright: and strength of volitional action comes only as strength of muscle comes,—by judicious exercise. Leave, then, more roads than one open to the feet of your pupil,