

Something will be done towards this by the distinct and general recognition of the fact that the formation of right character is one of the principal aims of the school. Good government is a means towards this great end. There are schools which are governed to death, out of which all life, naturalness, spontaneity, and enthusiasm are crushed by over-government and machine like order. There are other schools in which intellectual training absorbs the attention and becomes the great end. Management and discipline are looked upon as merely incidental means for securing conformity with the general routine and not for touching the springs of life in the child, to make the better elements of his nature supreme and help him to grow into noble character. A great step will have been taken when these imperfect views are abandoned and the thought of moulding character substituted for all lower aims. An attempt should be made to put into concise and simple form the essential elements of right moral training in the schools to serve as a guide and help to teachers.

The principal elements of moral training are: (1) The formation of right habits, (2) the inculcation of right principles, and, (3) the development of moral judgment. The work of the teacher is three-fold: (1) He must keep about his pupils right conditions for healthful moral development, (2) he must show good management, and, (3) he must give right instruction in such a way as to develop moral thoughtfulness. Management is a safer term than government, for the latter emphasizes external restraint and force while the former sets forth more clearly the right relation of the teacher to his school, and brings to view the fundamental thought that the teacher must enlist on his side, in the interest of progress and uprightness, the motive forces in the child's nature, and also the social forces in which he lives. The children of a free country must be educated for freedom, that is, they must be brought as early as possible under the sway of the motives which ought to control their lives, and be made properly amenable to that force of public opinion under which, as good citizens, they must live. An imperfect result of this sort is better than the most absolute submission to external force, which is indeed indispensable, but subordinate. This is what Rousseau meant by saying "let the pupil be his own master in appearance, but do you take care to be in reality. There is no subjection so complete as that which preserves the appearance of liberty; by this means even the will itself is led captive."

Locke wisely puts the opposite course in striking contrast:—"Slavish discipline makes slavish temper, and so leads to hypocrisy; and where it is most successful it breaks the mind, and then you have a low-spirited, stupid creature, who, however with his unnatural sobriety he may please silly people, will probably prove as uncomfortable a thing to his friends, as he will be all his life a useless thing to himself and others."

Under the head of "CREATING RIGHT CONDITIONS" the Report mentions (1) *Frank relations*. (2) *Order and regularity*. (3) *Cheerfulness*. Children are naturally joyous. They

are repelled by gloom, austerity, and fretfulness. They unfold healthfully and properly in a cheerful and inspiring atmosphere. (4) *A Right Public Opinion*. Very rarely will a child not rather defy the teacher than defy the public opinion of the school. It follows (1) that the teacher should earnestly strive to shape the public opinion of the school, and (2) that he should avoid putting the child in such circumstances that he will have to choose between obeying the teacher and obeying the public opinion of the community to which he belongs.

(1) The teacher shapes the public opinion—(a) by securing the regard and esteem of his school; (b) by talking familiarly with the pupils, and publicly to the school, of matters which interest the community in such a way as to enlist their sympathies and opinions on the right side; (c) by enlisting the more decided characters in support of the right, through appeals to their sense of honor and by giving them confidence and such responsibilities as they are capable of undertaking; and (d) by avoiding scrupulously all actions which will tend to concentrate public opinion in favor of wrong-doers and against himself. If he is wise and kind, he will be able to keep public opinion on his side, and so to lift to a higher plane. If he cannot do this, it becomes a serious question for him whether his usefulness in that field has not departed.

(2) Punishment or severe reproof in the presence of the school is a matter of great delicacy, and should be avoided, if possible, unless the teacher is sure that he can keep the sympathies of the school with him. It is especially likely to beget defiance on the part of the culprit, and this, from its apparent bravery, will often gain him the sympathy of his companions, and thus become the means of fostering wrong views in the minds of the pupils as well as wrong relations to the teacher. Good management will avoid, so far as possible, all occasion for such results.

HABITS are formed by doing. Actions performed regularly, uniformly, and without internal opposition, become so seated in the organism of the person doing them that they are executed unconsciously. The five great school habits are promptness, regularity, order, industry, and accuracy. Some habits may be secured incidentally, and without distinct, intelligent effort of the teacher to implant them; others require more skill and insight. Honesty, for instance, will not grow in the school without special intelligent care. Every recitation affords opportunity, and unless intelligently supervised, incitement to dishonesty. To get help surreptitiously is a natural inclination of the child who is being tested; and it is to be feared that school experience not unfrequently serves to strengthen rather than correct it.

There are three principal ways of implanting right ideals:—(a) by example, (b) by maxims, (c) by the formal lesson. The latter involves grave difficulties. It is liable to be dry. The child may re-act against it so as to be hardened by it. It may tend to formalism or sentimentalism by failure to keep it in close and vital relations with conduct. These difficulties are to be overcome by thoughtfulness and tact. The lesson may take four different forms:—(1) The committing to memory of short selections, maxims, single verses of poetry—form