

Moral Development.—Up to this time attention has been passive. It now begins to take the active form in some fields. Immediate gratification is not the sole object in action. Remote ends modify behavior to some extent. A child of eight can be very good just before Christmas. Yet because remote ends do not chiefly determine conduct, and because the child has little power of self-expression, most of his actions must be looked upon as unmoral—that is, they have no moral quality. The teacher must be careful lest she attribute wrong motive where there is merely imitative activity. For most cases of wrong-doing at this stage, the teacher and parent should be punished, for they served as models. Children do not understand good and bad in the abstract, but they understand concrete illustrations. Similarly, they believe in punishment for definite misdemeanors, but not for badness in general. They never attach much importance to threats of punishment.

Religious Development.—The fact that interest centres in people as well as in actions, makes it possible for the teacher to make much use of the Bible story. Still the story is but secondary: the life of the teacher as expressed in her words, her manner, her sympathy, her whole personality, is the greatest educative influence in the school. If the teacher is right and the spirit of the school is right, the result will be good, even if the instruction is somewhat faulty. Children at this age are much attracted by forms and ceremonies. The teacher can make use of this fact to develop right habits.

QUESTIONS.

1. Point out some of the dangers of this period and indicate how the teacher may help to overcome them.
2. What use may the teacher make of the imaginativeness of this period?
3. Distinguish between children's imaginative descriptions and lying.
4. What use may the teacher make of the child's love of dress and display?