

is no truer of large places than of any other places where youth gathers. Most young people are innately good, and more of them at that age are cherishing secret good thoughts and high ambitions than low thoughts and desires. If a parent has brought his child up to think and to do right and to have the will power to do it against odds, he need not worry about him anywhere. If he has not so trained him, then his chances of keeping straight, of having the good brought out in him instead of the bad, are as good in a large place as in a small one.

There are other reasons on which a choice of a college is made, which should not enter into the question unless other things are equal. Boys and girls choose their Alma Mater because father or mother or some other relative went there. But the child may be totally unlike the parent, or the college may have changed since the parent's day, or, what is worse, stood still. Or young people choose an institution because their friends go there, which, in some cases, is the best of reasons for not going. There is nothing so narrowing as to have always the same viewpoint, to see always the same people.

No man is educated who knows but one side of a question. Education means well rounded development, a broad vision. Moreover, a student is much more likely to get into the general life of the college if he does not enter it with a ready made circle of friends.

Often a boy chooses a college because it has a famous football team.

The choice of a college must be made on things larger, more important, more related to a boy or girl's life than these.

If a youth has spent his whole life in a small community it is well for him to spend his student years in or near a large city where he will have such cultural advantages as access to music and art and outside lectures.

One of the most important questions from the point of view of the happiness of the individual is his fitness for the large or the small college. For the student whose outlook has been the narrow one of a small community, but who has sufficient self-confidence to take his place in a larger circle, the large group is advisable. It makes him see himself in relation to many people.

The student of a retiring, studious nature is better off in a small college. He has better opportunities there for the companionship with the faculty which a boy or girl of that type craves, and which means much to his intellectual development.

American youth realizes its strength, its responsibilities, its opportunities. Despite all the talk about flapperism and demoralization among the young people, never before have such large numbers of them taken themselves and life so seriously; never before have so many of them sought all the education that they could get, for that purpose.—RITA S. HALLE, in *McCall's Magazine*.

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## DISCIPLINE

### *Characterized*

**D**ISCIPLINE is the automatic inhibition of unsocial stimuli habituated by intelligent choosing. It is inseparably interwoven and knit into virile teaching, undergirded by personal charm, most conspicuous by its absence, most present where least thought of, most effective where child and teacher are of one mind and of one purpose.

### *Interest*

Disorder varies inversely with interest. Attention, effort, and industry are its antidotes. A fascinating problem is the panacea for the ills of a schoolroom. When questions, answers, and comments fly like popping corn, disorder dares not intrude. An intolerance of slipshod efforts, a passion

for work that will lead children to undertake a hard task with a willing smile and cheerful confidence, teaching that cuts to the heart of the truth, sans verbalism, sans formalism, sans all pretence, a knowledge of the fact in the lesson and the law in the mind, these form the only basis for pupil control. We conjure too much with words and think too little of ideas. Children are quick to recognize halting, uncertain efforts, and the lost confidence creates social dynamite.

#### *Work*

The idler becomes a menace because he cannot or will not do his work. Misbehavior is misdirected energy. The cure is utilization, not repression; prevention, not palliation; teaching, not scolding. Make assignments attractive and concrete. Assure comprehension. Here the virtue lies. The good child is frequently too stupid to be bad, and the bad child too intelligent to be duped. Both require differential but valid tasks, meaningful and significant.

#### *Test*

A real test of discipline is the conduct of the room when outside restraint is removed and self-control depends wholly upon the sanction of the group. When the chair at the desk is empty, will the blinds be adjusted, pencils sharpened, work collected, books distributed, and lessons prepared with perfect accord? Will the spirit of the teacher carry on in her absence? Is the class actuated by resolute endeavor to attain? Is it coercion or choice?

#### *Introspection*

The control of this seething welter of fidgeting, willful, restless life must not be taken lightly. Complete mastery at times seems impossible. One who is introspective, who analyzes her own acts and the conduct of the children to see casual relations, will dominate the most difficult situation. Some may be born to rule—but all can acquire the art. By taking thought we can add cubits to our height. Lack of tact, unprepossess-

ing appearance, an irritating voice, offensive mannerisms, nervousness, are fatal to school management. Forethought is the remedy. A battle well planned is half won. Make a good start, and consistent conduct will carry on.

#### *The Still Small Voice*

Constant fault-finding produces calloused feelings. See all things, but fuss over few. The habit of living on the ragged edge of exhaustion through being wrought up over trifles leaves no reserve force to cope with overwhelming difficulties in a crisis. Half measures are tragic and intermittent explosions are suicidal, but on occasions splintered lighting will clear the atmosphere, then repair the breach by effective teaching. Constant nagging titillates the wound. Solace lies in forgetting unhappiness. Satisfy the longing that throbs in every soul for approbation with a word of encouraging approval. Force has neither the grace nor the effectiveness of adroit suasion. A quiet, personal interview will secure a sympathetic response and get the estranged pupil back into good fellowship, while public denunciation chances heroic resistance.

#### *Comradeship*

Sympathetic humor that exposes the ridiculous in an incongruous situation will turn the tide and array the class with the teacher. Radiant good cheer is winsome, is infectious; there is a tonic and inspiration in a smile. The hate that ridicule breeds prohibits that trenchant weapon, and if used in case of emergency, a balm must be found for the hurt. A hearty good laugh will dissipate the distemper and restore the unity. Group disapproval works with a vengeance. Not the martinet, not the taskmaster, but the comrade is the province of the teacher.

#### *Appearance*

At its worst, personality may be an object lesson of spineless inanity, at its best a dynamic power that will quicken every latent possibility to action. Not by frowning, not by scolding, not by severity, can gov-

erning control be wrought. Strength lies neither in height nor in heft. The crook of the arm, the plant of the feet, the challenge in the voice, the glint of the eye, electrify with attention. Here is stock in trade.

#### *Position*

Animation is the secret of art. Enthusiasm covers a multitude of sins. Statuesque posture, erect and alert, the artist's "arrested motion," gives the force of a pile-driver to whatever position the teacher assumes. Sit or stand. Whichever radiates the most vigor and zeal and animation—that do.

#### *Assurance*

The things we fear come to pass. The teacher who is afraid of discipline faces disaster. It is a bugaboo to frighten the weak. Think obedience, expect it, command it, look the part, play up to it. Irradiate the authority with which you speak. The loud voice, the nervous manner, the snapping of fingers, the rapping on the desk, the tapping of a bell, the clapping of hands, are the concomitants of weakness and fear. They advertise the fact, they create more confusion than they quell.

#### *Serenity*

A display of temper, a parade of injured personality, lowers the teacher to the plane of the pupil and opens the way to contemptuous familiarity. Children are hero-worshippers, but woe to a shattered idol. There is no teacher but feels keenly at times the insufferable stupidity of children, their incomprehensible blindness to their own welfare, and she is cut to the quick by their indifference to her efforts, but an unruffled serenity, unshaken faith in childhood must be maintained. Discipline that does violence to kindly feeling or that leaves the pupil in an insolent state of mind does more damage than good.

#### *Perspicuity*

A discernment that grasps the intricacies of a problem as it is presented and intuitively

arrives at the correct solution with no hesitation, builds up faith. A judgment rendered with such finality that nothing more can be said, impersonal justice, impartiality in straightening out the tangled social skein of the schoolroom, makes disobedience a thing of which none dreams and creates an admiration for the teacher just a little short of worship.

#### *Caution*

Only when a peremptory order is indispensable, give it. Then see that there is no lapse in its rigorous enforcement. Never threaten. Say nothing casually. Find the individual at fault, reprimand him, not the class. Whatever recourse is taken should be deterrent, not punitive. Let justice be swift, sure, and unerring. "Speak softly, and carry a big stick."

#### *Punishment*

Training that schools a student to desire the rewards of good conduct without paying the price, reproof that creates regret for the punishment of an act and does not develop chagrin for the turpitude of its conception will never produce desirable citizenship. The recalcitrant child must learn that the way of the transgressor is hard. It must be evident that any reprimand grows out of the spirit of the deed and is far removed from any resentment. Punishing children by additional school work creates bitter hatred for it. That which we would do by coercion or stern measures and cannot—may be done by inspiring leadership, and should.

#### *Merits*

The attempt to secure strenuous endeavor through an elaborate system of rewards and merits cuts sharply into ethical behavior. Being good for a reward implies being bad, if not rewarded. It is too much like buying obedience. For two classes it has no validity: those who are hopelessly out of the race, and those for whom the reward has no appeal. Emulation that pits the

individual's good against his best has validity. School work can be made attractive. Why not put it on its own merits?

#### *Rational Behavior*

When the gravity of thought life centers on remote benefit, when a pupil senses that school rule is neither the whim, nor caprice of the teacher, but a provision for his future well being, that the school is an integral part of this world of law and order, then rational behavior is assured. When rules and commands have their impact upon the inner consciousness, when individual preferences are subordinated to general welfare, when the appeal of the evanescent present gives way to the dream of ultimate good—then is banished from the schoolroom forever this hoary Nemesis of the fearful and inefficient.—WILL D. ANDERSON, in *The Chicago Schools Journal*.

## EYESIGHT CONSERVATION

**T**O STIMULATE interest in the conservation of vision, now recognized as of paramount importance, the Eye Sight Conservation Council of America, Times Building, New York City, has issued a publication containing a wealth of material for lectures.

The publication, styled "Bulletin 5," is addressed chiefly to those who have the opportunity to spread the gospel of eye care. "Lantern Slides and Lecture Material on Eyesight Conservation" is the title which describes the content.

The need for conservation of vision is asserted in a carefully introduction which outlines a serious existing situation, its causes, and the necessity for organized action. Facts are presented to show that the eyesight of the American people is a source of moral and physical weakness. Modern life is pictured as imposing new burdens upon the eyes, yet unable to meet these exacting demands. While the discouraging factors are frankly pointed out, the point of view of the

publication is conservative, and even optimistic.

"It need not be concluded that our eyes are getting alarmingly worse—they probably always have been—but we must learn how to use them and not misuse and abuse them," it is declared.

It is a fact, according to this publication, that a large proportion of the human race have defective vision, most of which is remedial. A lack of knowledge of the prevalence of this condition and lack of proper eye care are, it is stated, in a large measure responsible for much suffering and inefficiency.

How to carry the message of eye care through protection, correction, and proper lighting to the masses is a problem which the Eye Sight Conservation Council of America through "Bulletin 5" has greatly simplified for teachers, health workers, and members of other professions who by vocation or training are in a position to render a helpful service to society by delivering lectures before groups or pupils, teachers and parents, before civic clubs, and kindred organizations.

After showing that millions of school children are at a disadvantage because of poor eyesight and that sight is an important factor in accident prevention, the publication stresses the value of good illumination, and groups other facts as persuasive arguments for eyesight conservation.

The physiology of the eye is treated so clearly that the lecturer will have no difficulty in conveying the fundamentals to an audience. Optics are taken up at considerable length. The publication is profusely illustrated throughout. There are illustrations of 145 lantern slides, each accompanied by descriptive text and data. Defective vision of school children, defective vision in industry, vision test laws for school children, eye protection, the use of goggles, glare, accidents from improper lighting, and school, home, and factory lighting are dealt with in