

Teachers of the public and preparatory schools, don't let yourselves be wheedled into the notion that a thorough knowledge of your language is a matter of little importance to you and the children. The smattering of science which they get in its stead under the new method of doing things will not compensate for the loss of the English. Give them both if you can, but always remember that there is nothing connected with your work more important than the correct training which the children should have in the fluent and correct use of their own language.

LESSONS IN CHARACTER.

CULTIVATION OF SELF-CONTROL.

By S. B. TAYLOR.

A scheme of discipline that shall result in producing self-control among pupils must embrace in its scope—(1) Lessons designed to cultivate an appreciation of the position the pupil occupies as a human being. (2) Lessons designed to cultivate his knowledge of duty to his fellow human. (3) Lessons designed to cultivate right judgment, to decide promptly as alternate courses of action may present themselves.

In addition to this the scheme of discipline referred to ought to embrace (1) opportunities to exercise self-control, and (2) opportunities to do missionary work with others. Self-control is a something that can be taught just as arithmetic and drawing are. But there must be planning and persistence. The best results will follow where a teacher by systematic talks and questioning proceeds daily (the opening or the closing half-hour is good for the purpose) to lead the children to think much about their proud position in nature—being above the brutes, their duties to one another, and their conduct in emergencies calling for prompt action.

In these talks it is well—necessary, in fact—never to be personal. A story of wrong conduct, of weakness of any kind, or of degrading traits of character, though founded upon observations made in his own dominion, would better be referred to by the teacher as something he had heard or read of. An impersonal reproof is administered by that friendly monitor, the conscience; the teacher ought always to invoke his aid. In case a teacher is not free to appropriate a quarter of an hour to his lessons in character, but belongs to a system working by a program prepared by a higher power, with no time "to waste" in such endeavors, he must do the same work incidentally.