

Of course the chief responsibility in this connection rests with the home, and fortunate indeed is the girl who finds in her mother a living example of those truly lady-like qualities which diffuse themselves as subtly and as powerfully as does the atmosphere, and who finds in her also, a confidant, a counselor, and something of a companion, as well. Doubly fortunate is she if she possesses, in her father, a standard of gentlemanly behavior by which she can test the conduct of the men, both young and old, whom she meets. The church and the Sunday School should never set out to make good the deficiencies of the home before seeking, with all earnestness, for the cooperation of the home, and striving to awaken in the hearts of parents a full sense of their responsibility.

One rather hesitates, nowadays, to use the word discipline in speaking of the training of boys and girls in their teens, and yet, many of our Sunday Schools are suffering greatly from the lack of that firmness and oversight which would make certain common forms of unladylike and ungentlemanly behavior plainly impossible.

But external control is, at best, only an aid in the development of that inner morality which does the right because it finds the right both reasonable and lovable. The chief human agency upon which the School must rely, in the correction of the heedlessness of which we have spoken, is the precept and example of the teacher. The ideal teacher, for a class of girls in their teens, is not easily described. The one whose chances of success are greatest is, in my opinion, a lady, young in heart, no matter what her age, who commands intellectual respect through her knowledge of what she teaches, and who inspires confidence through her sympathetic understanding of the questions and the difficulties which perplex the minds of growing girls.

One quality of prime necessity in this connection is dignity, a dignity which maintains itself, even in moments of most familiar intercourse. I mention this because I have seen a class of girls almost demoralized by the example of a well-meaning woman teacher, who joked with her pupils about their "fel-

lows," who discussed in class trivial subjects in a trivial way, and who, by her general example, encouraged the frivolity she should have set herself to diminish.

Whether matters of propriety in dress, or speech, or behavior, should ever be made questions of class discussion, cannot be decided arbitrarily. Sometimes they rise naturally out of the topic in hand and can then be dealt with frankly, without any thought on the part of any member that such and such a statement is aimed at her. The most powerful teaching in this connection comes, however, from example and from the practice in wholesome social relations, which every teacher should aim to provide outside of the class hour.

### Good Conduct in the Primary Class

*By Marion Wathen Fox*

In many country Sunday Schools the Primary class has to be with the main School for the opening exercises. Some teachers find it hard to get the children to behave during this time. Especially is this true where there are some very little ones in a class, and it often seems impossible to have the two or three very little ones in a class of their own.

The teacher should think out little plans and devices for keeping the one or two who are almost babies quiet during these exercises. If necessary let her take one on her knee or by the hand. Have one catch hold of the side of her hymn book—of course the teacher will be so far from the printed page that she won't see much. She asks the little tot: "Will you help me hold up my hymn-book, please?" or "Would you like to sing off my book?" This makes the little one feel very important, and so he is not a bit fidgety or restless during singing time. Asking the children to sit up straight like soldiers is generally successful in getting them, for a time at least, to sit properly.

Sometimes ask: "Billy, who is to have charge of your feet to-day?" "Mary, who has charge of your hands to-day?" Impress the thought that each one can make his feet stay quiet. Little children like to feel that they control things, make things stop when