

outward approval, but very soon there develops in him a desire for inward approval, a conscience, as we call it, which is comfortable when he does right, and disquieting when he does wrong. This desire for self-approval is naturally much more important than the wish for the approval of others; it leads to a longing to do right, whether any one is there to see or not.

Habit plays a large part in the gaining of self-control. If we constantly help the child to master his wrong impulses and to do that which is right, he will acquire the habit of controlling wrong inclinations and will develop will power to do the difficult but right thing. Self-control in the little things of childhood will result in self-control in the big crises of later life.

As teachers, what can we do? We find among our pupils all kinds of boys and girls, a few well-trained, but the majority, probably, either weak-willed and easily led astray, or self-willed and stubborn with no consideration

for others. We must try to combine fairness with firmness, to study our pupils and their environment individually, so that we can make allowances for their peculiarities and tendencies. Having done this, let us give them such an affection that they will be *compelled* by love, rather than force, to do that which we ask of them. Let us give them choices to make, choices which will involve thought and determination on their part. Then let us help the weak-willed child to carry out his decisions, and the stubborn child to see the right and to desire to do it, and he will accomplish the rest.

This will all take much thought and patience on our part, it will mean giving much more than one Sunday afternoon in many cases, but remember that it is our privilege to help to send out into the world self-reliant and self-controlled citizens, who will be a benefit, instead of a menace, to society. Is it not worth while?

Toronto

A Junior Class Session

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Some one has said that attempting to conduct a Junior Department without a programme is like trying to cut out a dress without a pattern. You may be able to do it successfully, but the chances are that your service will not turn out just as you wanted it. Some part of it may occupy too much time, while another exercise may be curtailed or crowded out entirely. With a well planned programme, written out in detail, the class session stands a far greater chance of being orderly, well-balanced and productive of the desired results.

No matter what variety your programme may take on, it will of necessity contain the four elements of the following outline, into which every class session naturally divides itself.

1. *Worship*—in song, prayer, responsive service and offering.

2. *Recognition*—of birthdays and new members.

3. *Instruction*—lesson study in classes, marking of records, etc.

4. *Expressional Work*—teaching and drilling in memory work and other activities.

In the first place, the worship for each day's session should be carefully planned to harmonize in thought with the teaching of the lesson. This is quite possible with the Departmental Graded Lessons, as all Juniors are taught the same lesson. First, there may be one or two bright songs chosen with this idea in mind, then a short, earnest prayer,

during which no stragglers are allowed to enter the room, followed by the prayerful singing of one of the great hymns of the church, such as "Holy, Holy, Holy, Lord God Almighty." In this way the Juniors are helped to feel the true spirit of prayer. Then there may be scripture responses, in which the boys and girls will participate eagerly, with the teacher or superintendent leading in the repetition of material previously learned.

When it comes to the offering, we must not insult Junior boys and girls by asking them to march up to the front and put their money in a bank or basket, or sing "Hear the Pennies Dropping," when what they can appreciate most is to have a treasurer of their own, elected monthly, to collect and count the class offering. At this age we must model our service more on that of the upper School than of the Primary Department, for the Junior is no longer to be considered a child.

In a one hour session the period of worship may occupy fifteen minutes, but the recognition of birthdays and new members should not exceed five minutes. Most of us err in giving this part of the programme too much prominence in proportion to its educational value, and in making the exercise too juvenile. The bulk of the time should be given to the class instruction, not less than twenty minutes, and more if at all possible. The teacher who knows exactly how much time she has at her disposal can plan her lesson so that it will be complete in the given period, and she