

born, not made. Whether this be true or not, training for any who have love for work with little children can do so much that it is difficult to distinguish between them and born teachers. Or perhaps, any one who has a love for this work is a born teacher, only she does not find it out until she gets some training to awaken her to the fact.

Nowhere can better training be had than in the actual work under the direction of one who is already successful.

The study of the Lesson Helps, also, is an education,—not merely the reading of articles on work amongst Beginners, which are part of many of the Helps, but the real study of the lessons, whether one is going to teach or not. They are prepared by experts, and one can find out much about the right methods of dealing with little children by asking herself the why and wherefore of this and that. For this reason each assistant should be provided with the Department Help that she may watch intelligently the teacher's working out of the different points.

Where there are only three or four assistants, unless the pupils are few in number, there cannot be subdivision into small groups for the supplemental work; but each should have her particular duties assigned, which may be selected from the list given in the second paragraph.

In any case, all assistants should be free to give full attention to the lesson, the only requirement during that period being to assist in distribution and collection of material for any hand-work that may be done.

It is advisable, no matter how many assistants, that the lesson be taught to the children collectively, unless there are separate rooms when the division should take place according to age. Thus, the five-year-olds would be taught in a group in one room, the four-year-olds in another and those under four in a third. In this way the very best work may be done.



### Training the Child's Will

By Mrs. C. M. Hincks, B.A.

What do we imply when we speak of training a child's will? We mean engendering in him such self-control, with the emphasis on "self," that he can resist the impulse to do that which is attractive to him, but wrong, and perform that which is difficult, but right.

Those in charge of children usually follow one of three courses. Some so force the child under their care to do what they wish, that he becomes a mere machine, obeying some outward force, but with no inward desire to do right. A child thus trained, when freed from guidance and control, will utterly lack self-mastery, and will be easily led astray.

Other parents or teachers go to the opposite extreme in their desire to cultivate in their child an independent, self-reliant spirit. They never say "must," they never try to control, and they have upon their hands a selfish, self-willed boy or girl, who does not know what obedience to law or consideration for others means.

There remains a middle course, wherein we exercise authority at times and allow freedom of choice at times. To do this judiciously is our task, a difficult, but a most important one.

If the child is to have the *will* to do that which is right, he must first have a knowledge of right and wrong. We cannot begin too early to impart this knowledge by showing disapproval of certain actions and approval of others. Through our smile or frown, through our praise or blame, the very little child soon learns when he is good and when naughty. Just here, let us remember that we must try to appear consistent in our expression of pleasure and displeasure. The child is often puzzled to know why it is right to make a noise at times and not at others, why he may scribble on one piece of paper and not on another. We must be fair to him and show him as far as possible the reasons for our attitude towards his actions.

While as the child grows older and gains in experience, he will learn the right and wrong of many things, yet we must not expect too much of him; we must remember that he has ever something new to learn, that situations, familiar to us, but new to him, will constantly arise, situations which will cause him to falter and to go astray unless we, with our greater experience, wisely point the way.

But a child may have a knowledge of right and wrong, and yet do that which is wrong because it appears more attractive to him. Some children seem to be born with good desires and need little guidance, but the majority appear to have impulses which lead them to do wrong. How are we going to train them to desire to do right?

At times we shall have to resort to compulsion, but little is gained thereby, unless we can make the child feel glad afterwards that he has done right, and unless, too, we can show him that forced obedience is much inferior to voluntary compliance with our requests. Often, when we ask him to do distasteful things, we can at first do them *with* him until he acquires a desire of his own to see things done well and thoroughly.

Or, we may read to him of heroes whom he will desire to copy—concrete, rather than abstract, goodness, will appeal to him. We ourselves may be so beloved by him that he will desire to imitate us. Let us take heed, then, of the example we are setting. The small child will desire to do right merely for