

There come moments of inattention, of disorder, of leisure won by faithful work. Use these for the purpose indicated.

The habits of animals are a very fruitful mine of subject matter for these lessons. Some one has said: "The more I get acquainted with men, the higher respect I have for dogs."

This epigrammatic expression of disappointment in mankind finds an echo in every breast in which the least sense of morality has developed, and this includes every child at school, raised in a civilized community. The tidiness of the cat, the greediness of the hog, the faithfulness of the dog, the patience of the spider have served in the past to lead men out of the depths of despondency into the heights of clearer view and firmer resolves; why not utilize them together with the frugal ant, the generous bee, the ruthless wolf, and the frolicsome lamb, to teach our children how to live?

The instruction of young children in life's duties will better be done not by lecturing them, or drilling them in moral precepts, but by appeals to the imaginative powers. Tell a lot of children a story of a boy who raised a garden, tell of his work early and late, tell of his hope to sell the vegetables and pay a debt his mother owed. While they listen each one will, in imagination, put himself in the place of that boy. Tell them now of other boys who came and broke through, and stole the vegetables; they will sympathize with the toiler because they feel the loss themselves. Out of it will grow resolves that will become generic in their natures. So choose and so conduct lessons in duty as to cause children in imagination to be the aggrieved parties, and the work will bear rich fruit in self-control.

To teach right judgment in emergencies the device of unfinished stories is best. Lead the narrative on to the point where two or more courses of action are open for the adoption of the actor in the story.

Tell the children, for instance, of a poor boy on his way to school finding a pocket-book with a dollar in it. Every one hearing it will in imagination find that dollar. Here break off the narrative and let them volunteer to tell what he did with it. Each one would tell you what *he* would do. Question upon the right or wrong in this or that course of action suggested. Express no opinion yourself (that would be precept teaching and not lead to self control) but let the individual or class decide.

There is a difficulty every teacher will meet right here which it is well to mention. It is this: children will be very apt, when questioned, to remember some moral precept they have