

mosphere must be created to provide a "modicum of relief."

There must then be no last-minute studying, no hurried dressing, or rapid walk to the Sunday School, arriving breathless and perspiring,—a condition which presently reacts into languor and inertia. But, coolly clad, lightly fed, and strongly fortified by inward grace and careful preparation, a leisurely pace must bring the teacher to the Primary room sufficiently in advance of the class to see that all available ventilation is secured, and seats so arranged that all may have the fullest benefit therefrom, likewise that all things necessary for the hour's work are immediately at hand.

Then, as the children arrive, while doing everything possible to diminish their discomfort, untying ribbons, bonnet-strings, or other warmth-producing fixtures, the state of the temperature must be largely ignored and all outward signs of personal distress rigidly suppressed. "As cool as a cucumber" must be the apparent physical and mental condition of the teacher, the reflex influence of which will be felt by the class. Sounds like Christian Science, doesn't it? And so it is, in the best sense of the word, both Christian and scientific to utilize the influence of sanctified mind over suffering matter.

Under ideal conditions, with sufficient space and ventilation, the problem diminishes, but what of the teacher who must stifle amid a whole roomful of similar martyrs? If no cooler spot can be found, even outside, then the best must be made of the worst. Heat produces two opposite effects upon children—sleepiness or uncontrollable restlessness. At the first sign of listlessness, some concerted exercise may be used which permits complete change of position, or the restless may be stilled by one which involves a few seconds' hush, a relaxation, or holding still of the unruly muscles. "He who hesitates"—to sacrifice the finest Lesson plan—"is lost." No point, however, practical or appropriate, was ever fixed upon the languid or restless semi-attention of uncomfortable children. The whole Lessor must be both bright and brief, and, with care, the seemingly irrelevant exercises may be fitted in, by a little variation, perhaps, which will revive the drooping interest and impress the desired truth.

Necessity sometimes proves both inventive and inspiring, and an over-heated mercury is no match for common sense, zeal and divine grace.

Westville, N.S.

DAVID LIVINGSTONE

By Rev. W. B. Findlay

In the village of Blantyre, Scotland, in 1823, a ten-year-old boy said farewell to school, and a certain morning, at 5.30 a.m., found the laddie saying farewell to his mother and going forth to his work, from now onward to be a weaver boy in a cotton mill.

Very anxiously did that mother look after her boy on that first farewell morning, when the serious-faced lad at ten years of age began the long hard task of life.

Behind that serious face rested many a smile and much laughter. He is not, however, long at the loom until a big plan comes to him. With his first money saved he buys a Latin Grammar, and to the click and throb of the loom he sets in his mind the principles of

the Latin language. Old Grandfather Livingstone said: "There was never a thief or fool in our family yet," and the boy David saw to it that the name was not to be disgraced by him, so, bit by bit, he conquered that Latin Grammar, and at twenty-three years of age he matriculated into the University. Thirteen years of hard work for the ten year old boy who had said good-by to the village school and faced the loom and the Latin Grammar.

Now the vision begins to take form, and at twenty-seven years of age he was Doctor Livingstone, ready for China. Would the Committee of the London Missionary Society select him? Indeed he was not the most