

sword of the headsman, that the advance was to be made.

But in truth it was the obstacles they met that were the making of Joshua's soldiers and of the apostolic band, little as they relished the process. The settler who has fought the primeval forest develops a sturdier type than those who fall upon softer days. The church is little to be pitied which has to fight for standing ground. The more insistent the demands upon its missionary energies the more virile does it become. Missions, in the measure in which they are difficult and perilous, put iron into the blood of a church. Nor is it otherwise in individual experience. No wise man will court hardships; but it takes only a fool's wit to perceive that temptation, trial, strenuous service, make the good soldier of the Lord Jesus Christ.

#### TEACHER TRAINING

*By Professor Waltham C. Murray*

##### II.—CONTROL THROUGH ENVIRONMENT

Milton said that the work of education was to "repair the ruins of our first parents," in order to fit us to "perform justly, skillfully and magnanimously all the offices both private and public of peace and war."

This conception of education, though noble in its aim, renders the task of the teacher well nigh impossible. The child is assumed to be a ruin. The teacher has to tear down and rebuild. Whatever of good the child may possess must come from without.

Still even Milton's depressing assumption is better than that of those who maintain that the work of education is to impart useful information. The child is by these assumed to be an empty receptacle, more or less capacious and tenacious, which the teacher is to fill. The teacher, like the parent pigeon, drops the precious seed into the gaping mouths that surround her.

Education is neither stuffing nor repairing. The child is neither a receptacle nor a ruin, but an activity. The accumulated energy of the boy lets itself off in running, shouting, and playing, in bringing his senses into contact with the world around him. The task of the teacher is to direct that activity.

But the teacher cannot pump energy into the child and direct it hither and thither as the gardener turns the hose; he must wait and watch the things that stimulate the child to action and through these guide him.

The infant's energy shows itself in instinctive movements which bring him into contact with the world around him and fill his mind with all kinds of sensations—tastes, touches, sights, sounds, etc. These movements, when repeated, yield habits or dispositions and act in certain ways; and character is simply a complex or bundle of these dispositions. Nothing, then, is of greater importance than the study of these instinctive movements, for they are the foundations of knowledge and of conduct.

Man has not fewer, but more, instincts than the animals. His actions appear to be less instinctive, that is, more varied and less certain; but this is due to the great number of his instincts. They are so numerous that they frequently oppose each other. For example, curiosity may draw a boy towards a strange object, while fear may drive him away. The result is hesitation. Usually hesitation is a sign of reason; here it indicates conflicting instincts. Again the number of man's instincts seems small, because many are so transitory. Each has its appointed time for appearing, waxing, and waning. For example, many newly-born infants can support themselves when their hands are clasped around a small rod. This power disappears in a few days. New instincts are constantly appearing, old ones are disappearing. It is the business of the teacher to stimulate the desirable instincts at the proper time and to stifle the undesirable. This he can do by providing suitable objects to call forth the desirable, and by excluding stimulating objects from the undesirable.

The most important of the early instincts are connected with the infant's food and safety. Later, the play instincts show themselves in activities that develop powers useful in after life. For example, the kicking of the infant strengthens its legs; the ball games of the boy develop not only bodily strength and quickness, but the moral qualities of ambition and tenacity of purpose.