

all hours of every day. Dearly loved as the Sunday School teacher may be, he can never exert the same influence as father, mother, brother or sister.

No Sunday School teacher can do better work than by encouraging religious education in the home. How this is to be done rests with the judgment of each teacher. A visit to the home, with a definite suggestion to parents, may greatly help. A suggestion to the boy and girl to get their parents to go over the Sunday School lesson with them should be of service. And the Daily Bible Reading and study, as provided in the Quarterlies, if followed diligently in the home, is bound to better the tone of the whole home life.

### The Two New Teacher Training Books

These are Part One and Part Two of the Second Year. It may be said without question that they maintain the exceptionally high standard of the books of the First Year. A notice of the Teaching Values of the Old Testament, by Professors Moore and Mack, appears in another part of this number of the *TEACHERS MONTHLY*. The twin volume, by Dr. J. M. Duncan, of our own editorial staff, Teaching Values of the New Testament (Acts, Epistles, and Revelation) will need no commendation to users of the *TEACHERS MONTHLY*. They know Dr. Duncan's work, from study and use of it week by week. They have discovered that Dr. Duncan possesses the four main qualifications for the production of such a handbook,—Biblical scholarship, a knowledge of psychology and its applications to religious education, practical acquaintance with the needs of our Sunday School teachers-in-training, and a luminous and trenchant style. Our whole editorial staff feels itself honored in the selection of one of its number from the long list of Sunday School educational specialists in the United States and Canada, as the writer of this Teacher Training book.

R. DOUGLAS FRASER

## WITH OUR CONTRIBUTORS

### The Development of the Will

By Professor L. A. Weigle, D.D.

(The tenth of a series of twelve articles by the author of *The Pupil*, one of the books in the New Standard Teacher Training Course, discussing more fully some points dealt with in the book.—EDITORS.)

A favorite resort of my children is the little zoological garden of our city,—East Rock Farm, they call it. The other day we had an exciting experience there. A gorgeous blue peacock attacked our automobile while parked, and scratched it with his spurs, damaging himself a good deal, of course, in the process.

"Pore ole Bill," the keeper observed. "I don't know what we kin do with 'im. He never will learn no sense. He just can't stand it to have another peacock around. And soon as he sees himself in the sides of an automobile, he jumps at it. He's hurt himself lots of times, but he never seems to learn nothing."

Poor old Bill, indeed! I could not help thinking of him on the way home and pitying him. With all his beauty of tail, he has a very small head. And, in this matter at least, he is the

creature of imperious instinct. He is so made that he cannot brook the presence of another of his kind without challenge to battle; and as soon as he sees the reflection of his own body in the polished sides of an automobile, the battle is on. He does not think. He makes no choice. He cannot control himself. Instinct pushes him on. To see another peacock means fight for him, and he does not stop to inquire whether the opposing peacock is a real or not. The keeper was right: "He never will learn no sense."

We human animals are like Bill in that we have instincts; but we are unlike him—or should be—in that we can learn sense. Our instincts are modifiable by habit and experience. Each time that they are used, they become more definite and may become more intelligent. The idea of their result remains in memory and may guide future action.

Here, then, is the beginning of will; when action is guided by the *idea of a result*. Many of our actions are mere responses to present sense stimuli, as dodging a blow, turning toward a sound, lifting the hat when we greet a