

Similarly, a great lesson may be given in physical geography. The teacher may point out why the British took "the way of the sea" from Egypt to Palestine, why Jerusalem is so hard to capture, why it is so difficult for ships to land on the coast, and why good drinking water is so scarce. In this way an indelible picture of the great Bible land may be made on the minds of the scholars.

Boys for the Ministry

Next to Christian parents, perhaps, no one has a better opportunity than the Sunday School teacher for putting before teen age boys the claims of the Christian ministry.

It is at this age that boys are planning and dreaming about their future life work, and are most susceptible to the appeal of a vocation which demands heroism and self-sacrifice.

A minister who had been in charge of one congregation for more than twenty-five years, said that, during that period, the congregation had never been without at least one representative studying for the ministry. This he attributed largely to the fact that the superintendent of the Sunday School made a regular and systematic practice of speaking to the boys about the joy and the obligation of investing their lives in the work of this highest of all human callings.

Let Sunday School superintendents and teachers take full advantage of their privileges in this matter of winning recruits for the ministry from amongst the teen-age boys, and soon the lament over the dearth of ministers will cease to be heard.

WITH OUR CONTRIBUTORS

A Bundle of Instincts

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

[The second 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.]

The little human animal, like every other, is born *going*. He is already wound up. His lungs expand and contract; his heart is pumping away; his stomach is ready to handle food. These organic, vital activities he does not initiate. They begin themselves. The organism possesses them by nature. They are the very condition of life.

There are many other activities, not so obviously vital as these, for which nature winds him up quite as thoroughly,—yes, and sets him to go off at the proper time for each. He will suck when brought to the breast as unflinchingly as his lungs will begin to work upon contact with the air. He will cry from hunger or discomfort, clasp anything that touches his fingers or toes, carry to his mouth whatever he can grasp, in time smile when smiled at, later grow afraid when left alone or in the dark, manifest anger and affection, walk, run, play, question, imitate, collect things, pull things apart, put them together

again, take pleasure in being with friends, act shy before strangers, find a chum, belong to a "gang" or "bunch," quarrel, fight, become reconciled, and some day fall in love with one of the opposite sex. These, and many more, are just his natural human ways. He does not of purpose initiate them any more than he initiates breathing or heartbeat. He does these things because he is so born and built. They are his instincts.

The child cannot do all these things at birth, of course. Each instinct manifests itself in its own time, as he grows and develops and meets the situations that call it forth. The point is that he does not need to be introduced to any of these modes of behavior or have it started for him. He will just naturally find himself doing it some day, likely without knowing why. He inherits these tendencies as part of the native organization of his nervous system. This is so made, that inevitably certain situations call forth these characteristic responses.

The instincts of many animals low in the scale of life are marvelously complete. They provide for a complex series of actions that fit with mechanical precision the details of certain situations in which the animal is