

so it is the man or the woman behind the teacher that emphasizes the teaching, and gives it power to influence the conduct and mold the character of the learner.

Personality is a complex thing. In part it is character, but it is more than character. It comprises all the various personal elements of the man or woman, physical, intellectual, emotional, moral and whatever else makes up the individual. It is a subtle force. It goes out from the person, not as part of a plan or purpose, but as an undesigned and unconscious influence, pervasive and irresistible. Children are generally keenly sensitive and impressionable. They instinctively feel where they cannot reason. They yield to this force of personality as a lower animal surrenders to the fascinating eye of the charmer.

Personality is the man or the woman. Hence it is not a thing that can be put on or off at will like a garment. Yet it does not follow that the individual self is inflexible or unyielding to modifying influences. It is quite practicable for one to become something very different in character and personality from what he is to-day.

Sunday School teachers desire a large measure of the forcefulness and winsomeness of the great Teacher. External manifestation is not the thing to be concerned about. We should give heed rather to the enrichment of the sources that lie back of the power of personality, and the power will then take care of itself. Let us cultivate in ourselves the spirit of Christ, and strive to mold our inner life from His image. The teacher, who, like the great Teacher, is earnest, patient, and ready to subordinate self to the well-being of others, will approach most closely to the ideal of excellence. "Take heed to thyself."

Truro, N. S.

### The Primary Class and the Home

IN TWELVE ARTICLES

By *Esther Miller*

#### V. THE BIBLE IN THE CLASS

A friend of mine interested in Sunday School work, recently visited the Primary Class of a well appointed Sunday School. About fifty bright, well-behaved little ones

were gathered in a prettily furnished room; and there was plenty of useful equipment, and a kind and capable teacher.

First came the Bible lesson, occupying about ten minutes, and the rest of the time was spent in the reciting of little selections of poetry, interspersed with bright hymns. One little verse was repeated in concert, with motions by the children, and was very pretty and effective. Then, several curly-headed tots frisked up to the platform, and recited quite dramatically certain little rhymes learned on previous Sabbaths. The pieces rendered were quite poetical, all about birds and flowers and raindrops, the class conducted itself in a most exemplary fashion, and altogether the whole performance was very pleasing.

But when my friend came home, she had some acidulated remarks to make concerning that well regulated class; remarks which finally culminated in the question, "Now, what on earth was the use of it all?"

"But you said the children were interested", I ventured feebly, for being a Primary teacher myself, I was harrassed with guilty memories.

"Of course!" she agreed, "quite interested, highly amused, in fact; but I don't see why she didn't take them to the Zoo; it would have been so much easier."

If that teacher's aim was, as it should have been, the training of the child to walk in the Master's footsteps—outside the ten-minute lesson and the hymns, of what use, after all, *was* that hour spent with the class? Were the little ones likely to be brought into vital connection with the One who died for them, by such a performance? Or were their immortal souls likely to be raised nearer the great Pattern, through the medium of little rhymes and dramatic recitations?

Indeed, taking as charitable a view as possible of that programme, one cannot but be forced to the confession that the teacher had turned her back upon the living Fountain, and was hewing out for her class broken cisterns, that could hold no water. For she had practically eliminated from her teaching the one thing needful, the one thing that should be made to absorb every instant of the child's time in Sunday School—God's