

and is—Bishop Vincent, versatile, with a great eye to the situation of Christian work, with great adaptation to difficult situations, a born teacher, with unusual executive force. He was the creator of the Chautauqua idea.

"Reynolds, too, the plain, everyday, business man, was a great spiritual force. He could not teach; but he could, and did, rouse men by spiritual means marvellously."

"What about our Canadian men?"

"Among Canadians, not to mention many who might be named, there was Sir William Dawson, as great in Bible study as in science, an indefatigable teacher and leader. Rev. F. H. Marling, then of Toronto, afterwards of New York, was unequalled in his fine spiritual enthusiasm. I shall never forget the Provincial Convention in Knox Church, Toronto, presided over by Mr. Marling in 1867. It was really the turning-point in my own interest in Sunday School work.

"Principal MacVicar was a leader in Teacher Training far in advance of his time, as is brought out in his Life. When MacVicar first brought forward his proposals in regard to Teacher Training, the objection was that it would destroy piety. This was at the Provincial Convention, which was held in Montreal that year. The contention was sharp. MacVicar and I, and a good Methodist brother, said, 'We will go home, and put this matter to the proof.' Dr. MacVicar instituted a large Teacher Training class, the memory of which abides in Montreal till this day, and one of the indirect fruits of which is the present Teacher Training Course, and the instruction given in the colleges of the church in Teacher Training.

"After the Marling Convention in Toronto, indeed," Mr. McEwen went on, "I began to dream of what lay in the work of Teacher Training. I was in Pembroke then. We had made so little progress that there was only a Union Sabbath School in the town. I established a school in my own congregation. I could not get a teachers' meeting, but talked with the teachers one by one about better preparation. I began to address meetings along the Ottawa.

"The Teacher Training class which I formed after the Montreal Convention—I was then in Ingersoll—was interdenominational, com-

prising Presbyterians, Methodists and Baptists. It equipped more young men and women than I could narrate for Sabbath School work in the North-West. The first Chinese class in Winnipeg was the direct outcome of these meetings. A lady who had been present in them went to Winnipeg with all her enthusiasm burning, and the class was established."

What a Pastor Would Do

If I were just entering upon my ministerial work, I would as a rule go to the Sunday School, and remain through the session; I would teach the classes of children rather than adult Bible classes; I would not usually become the regular teacher of any one class, but would be a substitute teacher, teaching every class in the school as opportunity offered, thus becoming acquainted with every scholar in the most helpful way.—Dr. Peloubet, in *The Sunday School Movement*.

Illustration by Quotation from the Poets

By Rev. F. H. McIntosh, M.A.

In our day there is a tendency to take the things of the street and the mart to clarify the counsels of eternity, and possibly this is overdone, but there is one method which has not been overdone, and that is illustration by quotation from the poets. When we come to think about it, what an opportunity have we here. Most teachers have a taste for poetry, and have their favorite poet, or if not, they read at least such pretty snatches as appear from time to time in papers and periodicals. The age of poetry is in no wise dead.

To exemplify, there appeared about a year ago a little poem in one of our Sunday School papers, which described an incident in childhood. To paraphrase it,—There was a child, who one summer day chased blue-winged butterflies. One he pursued most eagerly. But it mounted up and away, till the child saw the blue wings meet into the blue sky. Entranced with the sky, the wings were forgot. If the child had not missed the wings, he would not have gazed with rapture into the sky. There the poem leaves us, but