

the Bible means. And he says, 'Thirdly, my brethren.' And everybody listens to him. It's nice to have people listen to you." Grandma smiled. "I think you are big enough to preach now," she said. "Really and truly, grandma?" asked the little boy eagerly. "Yes, really and truly." "I'm 'fraid not," said Willie, after a few moments of thought, "or I'd know how, and I don't." "What does the preacher do first?" asked grandma. "He takes a text and then he 'splains it. I can't do that." "O yes, you can," said grandma. "Here is a good text for you to explain: 'Keep thy tongue from evil and thy lips from speaking guile,' "There's nothing to 'splain 'bout that," said Willie, "You just be careful what you say." "A good text, though, for my little preacher's first sermon. I should like to have him preach from it for a week." "Preach a week! Why, grandma, I can't." "Can't you keep your lips from evil for one week?" Willie looked thoughtful. "Would that be preaching?" he asked. "It would, and the very best kind. A good preacher has to preach that way, or people will not listen to what he says in the pulpit." "Well," said Willie with a sigh, "I suppose I can try; but I wasn't thinking 'bout that kind of preaching." "You'll be showing everybody what that verse in the Bible means, you know," said grandma. "And that is my best way to preach." All the week Willie was careful of his tongue and again and again asked Jesus to keep his tongue under control. The end of the week came. "How do you like preaching?" asked grandma. "Why, I like it; but grandma, I guess everybody must have been preaching 'bout that text, for everybody has been so kind to me."

6. Which way am I pointing? Agrippa, because of his sinful life, pointed others to Satan and not to Jesus.

7. Write down some ways in which boys and girls can point others to Jesus, etc., etc.

8. Teach the Golden Text.

NOTE. As the teacher proceeds use the index hand as suggested in cut.

FOUR PRINCIPLES OF TEACHING.

I. EXAMPLE. This is perhaps the most important of all principles. Example is more potent than precept. The law may be stated as follows:—Be, as you would have your scholars become.

II. ADAPTION. It is impossible for us to teach the child without putting ourselves in a greater or less degree in the place of the young. To do this, we must know *the scholar*, so as to adapt ourselves to his condition. We must know *the lesson*, so that having sunlight clearness of the truth, we may make it plain to the child mind.

III. CO-OPERATION. We can learn nothing by merely attending to a thing. Any passive condition of the mind is incapable of acquiring knowledge, therefore, we must seek to stir the scholar's activity. The law may be stated thus:—Keep the mind active, not through force, not through fear, but through interest.

IV. SYSTEM. Our teaching should be systematic. A carefully planned logical arrangement of the lesson will help your scholar to understand the truth. Therefore, "Plan your work, and work your plan." Always begin at the known, and pass (using an illustration if necessary) to the unknown.

Teaching is not telling, it is causing another to know. Knowledge is truth discerned. Begin at the point of contact, and thus stir up the the child's self activity, keep attention through interest, or by the use of illustration, thus making him think and discern the truth for himself.

TEACHER TRAINING.

Prof. Campbell's Analysis of the text-book in *Teacher Training*, "The Bible the Sunday School Text-book," was concluded in the August number of the Monthly. The convener will be pleased to furnish the numbers containing it on receipt of 25 cents.