

teacher thinks of using to clear up the difficulty.

Dramatic illustration adds to pictorial illustration the invaluable element of movement and also gives opportunity for a certain creative activity on the part of the participants, whether they be teacher or pupils or both. If one member of the class already referred to is designated as David and another member as Goliath and they are asked to give the dialogue between the two with such additions as their own sense of fitness may suggest (the actual conflict will, of course, be omitted), both participants and auditors are almost certain to gain, in addition to clearer perceptions and ideas, a heightened emotional reaction which adds immensely to what we may, without any impropriety, call the spiritual value of the story.

In pictorial and dramatic illustration as used in Sunday School classes, we ordinarily content ourselves with making an unfamiliar situation clear, either by disencumbering it of confusing detail, or by showing its essential resemblance to situations already familiar. In verbal illustration we frequently go a step farther and not only compare one concrete situation with another, but seek to throw light on some general principle or truth by a reference to particular instances which not only are familiar to our pupils, but also appeal to their interests and sympathies.

The Old Testament prophets frequently made use of dramatic illustration, but Jesus,

it would seem, found the less sensational and the more restrained method of verbal illustration sufficient for his purposes as teacher. And how skilfully does he make out of the ordinary experiences of his hearers a window through which the light of divine truth may shine. He is speaking of the providence of God, something which all of his hearers must have believed in at the outset. But think of the added vitality which came to that great truth through specific reference to the "fowls of the air" and the "grass of the field" and through the assurance "the very hairs of your head are numbered." Again, the fact of God's love was doubtless a rather remote and abstract thing to many of the Jews as, unfortunately, it is to many of us. But the love of children, and especially of our own children, is a very real thing to us all, and so Jesus, in his discourse on the divine nature, asks the question: "What man is there of you, whom if his son ask bread, will he give him a stone?" The illustration was not only specific, as genuine illustration always is, it had also a universal appeal.

One cannot very well write on the nature of illustration without the use of the very device he is seeking to explain. It is hoped that the "illustrations" of illustration which are found in this article justify the name through the fact that they are really a source of light.

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Keeping Order in the Class

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To many would-be teachers, the problem of keeping order in a class, especially in a class of boys, is the one thing that deters them from attempting to teach. Many who do undertake a class, give it up in disgust, while others struggle on, hampered all the time by the consciousness that they do not make a success of their work.

It must be admitted that the task is not an easy one in many cases. Boys, especially, have so much physical energy, while some girls are so addicted to giggling and silliness, that it takes considerable tact and patience, even for an experienced teacher to make good.

There are, however, a few fundamental principles underlying all good government in a class, principles, which, if observed, result in discipline that is accepted by modern educationists as superior to the rigid, harsh discipline so prevalent a couple or three generations ago.

Probably the most important of these is the principle of goodwill in contrast with fear, as a factor in securing good order. Those who follow it, seek to develop amongst the members a good, wholesome class spirit, and especially a warm cordial relationship between teacher and pupils.

A teacher who is a real comrade to the members of his class, who is thoughtful of them through the week, who has a kindly greeting for them when they meet, has usually little trouble with discipline on Sunday. Even a poor teacher can get along wonderfully well if she maintains such relations with her class, provided always that they are the genuine expression of her real feelings.

A second principle is this: Order begets order. If you desire good order in a class, you must be orderly yourself in all your class plans and arrangements. Be there on time, have your lesson thoroughly prepared, have