

grieve him while he bears with us. The sun must cease to shine before God can cease to forgive.

A striking conclusion to the review would be to have a rainbow prepared beforehand, and write upon it God's own description of himself, putting an attribute on each color. Or, using the proper colors, written out as below—

THE LORD

THE LORD GOD

abundant in

MERCIFUL (violet) and

GRACIOUS (dark blue)

LONGSUFFERING (light blue) and

GOODNESS (green) and

TRUTH (yellow)

KEEPING MERCY (orange) for thousands,

FORGIVING (red)

INIQUITY, TRANSGRESSION and SIN.

NORMAL DRILL

based on the text-book, "The Sabbath School Teacher's Handbook; or, The Principles and Practice of Teaching, with special reference to the Sabbath School," and prepared by Principal Kirkland of the Toronto Normal School.

PRINCIPLES OF TEACHING. (CHAPTER V.)

Definition of Principles. Principles are fundamental truths from which other truths are derived that can be applied as guides to human conduct.

Principle I. In Teaching we must always begin with the known and proceed to what is unknown; that is, instruction must always be based upon some idea already in the mind of the pupil.—This principle is of vital importance, and is of universal application in education both sacred and secular. It is an established fact that when the mind receives an impression it refers it to a previous received impression that happens to resemble it. Thus every new impression is interpreted by means of old ones, and nothing can be really known or recognized until reference and comparison have been made to something previously known. Besides the mind has a liking for what it knows, and this liking extends itself to all that can be connected with the object. This principle was employed by the Apostles in addressing the Jews. See Acts 2: 14-36; Acts 13: 17-41; Acts 14: 15-17; Rom. 1: 18-32.

Principle II. The Teacher should understand the order in which the faculties of children are unfolded, because the wisest teaching will be directed to those powers that are conspicuously active at the time. The teacher must adapt his teaching to the age and capacity of the pupils.—This principle may be illustrated from the teaching of Our Lord. "I have many things to say unto you, but ye cannot bear them now." John 16: 12. See also Matt. 4: 33. The mind of the child consists at first of few active faculties. In young children the memory and the imagination are the controlling powers. Comparing, judging, and reasoning come at a later period.

Principle III. In communicating knowledge, whether religious or secular, we should start from the concrete and end with the abstract.—This was the method of the Great Teacher. The mind of the child can only grasp the abstract through the concrete.

Principle IV. The acquisition of Religious Knowledge by the child should accord in mode and arrangement with the way in which mankind has acquired religious ideas.—God has dealt with the world as a judicious teacher deals with his pupils. A careful study of the way in which truth was revealed during old Testament time will greatly aid the teacher in helping his pupils to acquire the same truths.