

advantage to make use of this method. It is not such a difficult matter to find objects to illustrate spiritual truth. A watch, a fish-hook, a mouse-trap, a plant, a flower, an alarm clock, a pen, a clean handkerchief, a stained handkerchief—any of these common things may be used to set forth important truths.

Dr. John Brown tells how he roused up the interest of a class of boys at a school examination in Scotland by passing a beautiful penknife around the class. Spurgeon once told the students at the Pastors' College that they ought to find enough illustrations in a tallow candle to last them six months. They smiled at the idea, and so he felt himself challenged to show what could be done. Accordingly he produced his two famous lectures upon candles. One can see at a glance how many truths may be illustrated in this way, and if teachers would only spend a little time in preparing illustrations, the children would think, the habit of observation would be cultivated, their perceptive faculties would be developed, their imagination would be quickened, and their reasoning powers would be strengthened.

2. The teacher may stimulate the mental activities of a child by asking questions. He who has mastered the art of questioning has overcome one of the most difficult features of his work. It requires tact, patience, judgment, and a good knowledge of human nature to ask such questions as will rouse up a listless child, bring out what is in his mind, and reveal whether the lesson is understood or not. Perhaps when one puts a question the pupil cannot answer it. Should the teacher then answer it himself? Not unless he believes the question is beyond the ability of the class. Should he pass the same question to another? Not if it has been first asked of one of the dullest pupils. It is better to turn the question around and then try again. Sometimes, and especially when a correct answer has been given, the other members of the class may be asked if they agree with it. This is almost certain to arouse interest; besides, it does not discourage any one.

3. If the teacher would make others think, he must do a great deal of thinking in advance. He will find it necessary to devote much earnest and prayerful attention to the preparation of the lesson. No one can create enthusiasm if he is not enthusiastic himself. He cannot by a hasty glance at the lesson prepare vivid and telling illustrations, neither can he present questions in such a way as to excite the thinking powers of the class. But if the teacher, looking to the Holy Spirit for help and guidance, prepare the lesson as indicated above, he may hope to arrest and hold the attention of his class, to save the unsaved, and to build up young believers. When such glorious results may be expected, what teacher will begrudge the time or labour required for the adequate preparation of the lesson?

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The Teachers' Meeting

By T. C. James, Esq.

No special arguments are needed to impress upon Sabbath School workers the importance of the teachers' meeting. In the present day more and more of what should be home training is being relegated to the Sabbath School, and however much we may deplore this, it is none the less our duty to endeavor to meet it. If teachers are in any measure to do the work to which God is calling them, the most careful and thorough preparation to which they can attain is indispensable. The time at their disposal is very short and the issues at stake are so momentous that only eternity will measure them.

Let me emphasize the value of the Teachers' Meeting by two considerations:

First—It is absolutely necessary that the teaching in a school shall be harmonious along its main lines. Scholars are quick to notice differences of view, and nothing is more disheartening to a teacher than to have a carefully prepared lesson virtually rendered of no avail by the closing remarks from the superintendent's desk. The teachers' meeting should determine what we are to make of the lesson, the chief thoughts