

and the more the pupil talks to the teacher the better will be the teaching.

Principle VI. Instruction should always excite the interest of the pupils, and therefore be pleasurable to them.—If the pupil is not interested there is something wrong, either in the method of teaching, or in the subject not being suited to the age and capacity of the pupil. Experience has abundantly shown there is always a method to be found productive of interest—even of delight—and for this method the Sabbath School Teacher must diligently seek.

Principle VII. In teaching, definitions and general statements we should first carefully teach the meaning of all the terms used, and then the individual truths on which the definitions and statements are founded. That is, definitions and general statements should be taught inductively. The inductive should lead up to the definition and general statement. By induction we mean the process of drawing a general conclusion from a sufficient number of particulars.

While this Principle is of general application in all teaching, in Sabbath School teaching it especially applies to teaching the Shorter Catechism. The usual method is to commit the question, then give the Scripture proofs. The reverse of this is the correct method. The proofs on which the question is founded should be first studied, and then the pupil should be helped to formulate the statements contained in the question from the proofs. The beauty and appropriateness of the language of the Catechism should then be pointed out, and not till then should the question be committed.

Principles of Memorizing.

Amongst the Principles of Teaching, Dr. Morrison includes the principle of Association. This is a principle of memorizing, rather than a principle of teaching, and it is one of the most important principles, for no piece of mental or spiritual experience is isolated. Every thought and action in our life is associated with some other thought or action.

DIFFERENT KINDS OF ASSOCIATION.

(1) *Contiguity of Place*, by which the locality is associated with the events that happened there. Ex.—Patmos with John; Jacob's Well with Jesus, etc. Give other examples.

(2) *Association by Similarity*.—When two objects that resemble each other have been contemplated together, the one cannot be recalled without recalling the other. Give examples.

(3) *Association by Contrast*.—By this is meant that one impression, object, or event, tends to call up the image of its opposite or contrast. Ex.—The house on the rock suggests the house on the sand; Peter boasting suggests Peter denying.

(4) *Cause and effect*.—This is the most important principle of association. The cause should suggest the effect, and the effect should lead us to look for the cause. See Judg. 3:28 What is the Association here? Give other instances.

The following is a brief summary of the principles of memorizing:—

I. *A complete and accurate knowledge of the thing to be memorized.*

(1) Close association with something else that is well-known and frequently recalled. Always point out the relation between the different parts and the whole, and in this way bring association into play.

(2) Undivided attention. The art of memory is the art of attention, says Dr. Johnson; and this eminent thinker has declared that genius itself is nothing but the power of continuous attention.

(3) Close and accurate observation.

(4) Make the subject to be committed as attractive as possible. Excite pleasurable feelings at the time in connection with the object of acquisition.

(5) Point out the need, present or prospective, to the learner.

(6) Keep the thought before the mind as long as possible. Put the subject before the mind again and again, so that a deepening impression may be made.

II. *Ability to Retain*. This requires all of the foregoing in learning, and besides—

(1) *Frequent repetition*. Every impression seems to lose its effect after a time, and in order that the second impression may produce an effect, it must occur before the first impression has vanished.

(2) *Present the same view of the subject in early repetitions, and vary the view in later*