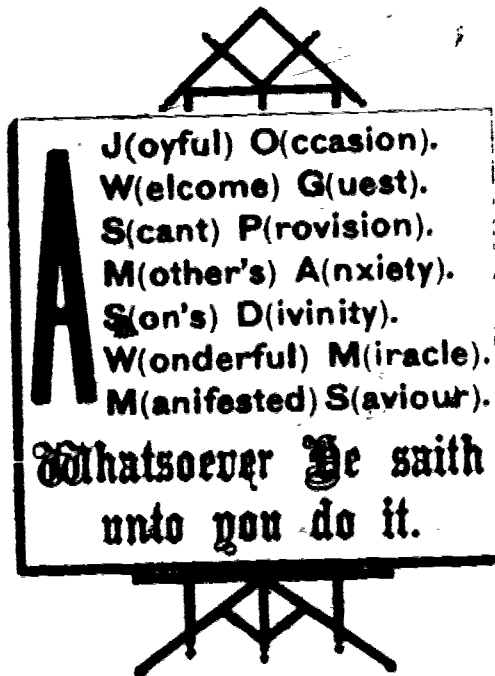


use wine, is utterly false. Should the teacher feel called upon (as many doubtless will) to treat the subject of total abstinence, he will have to place it on a different foundation. I believe in, and practice, total abstinence, placing it upon the two-fold foundation (1) of personal safety and (2) of example." (Rev. A. F. Schauffler, in *S. S. Times*).

## THE BLACKBOARD.

Write the first letters on the board sometime beforehand, and complete the words with the portions in brackets as you review the lesson.



## Ten Minutes 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.

### THE QUALIFICATIONS OF THE IDEAL SABBATH SCHOOL TEACHER.

(Continued.)

*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.

*Principle V.* Our teaching should be such as to foster the principle of self-dependence, self-instruction and self-activity to the fullest extent. The pupil must co-operate with the teacher.—The following corollaries naturally follow from this principle:—

(1) Tell the pupil as little as possible and lead him to discover as much as possible. The connection between *doing* and *knowing* is deep and far reaching. We learn to *do* by *knowing* and to *know* by *doing*.

(2) Never do for the pupil what you can lead him to do for himself.

(3) The *less* the teacher talks to the pupil, and the *more* the pupil talks to the teacher, the better will be the teaching.

*Exercise yourself on the questions at the end of Chapter V.*