

Illustrations to Avoid

Avoid an illustration that must be explained. A house with too many windows is objectionable; so is a lesson study or address with too many illustrations. Be sure that there is more likeness than unlikeness. If an illustration has a striking dissimilarity, do not use it. Never tell a story or relate an incident simply because it is good. It is not the effect of the story that the teacher should desire, but the lodging of the truth. Avoid long and complicated illustrations or stories. They frequently lead more to confusion than to revelation. And don't point out the moral. A story in which the moral cannot be plainly seen by the pupil is not a good illustration.—Rev. Samuel G. Siegler, B.D., in *The Otterbein Teacher*

Sunday School Ball Teams

An investigation recently completed by Dr. George J. Fisher, under direction of the Federal Council of Churches, has provided many profitable facts concerning Sunday School athletics. This investigation shows that there are 130 communities which have some form of inter-church athletics. In Brooklyn, for example, ninety churches participate in a Sunday School Athletic League. In Chicago more than 200 Sunday Schools are in a similar federated movement. In 104 of these communities, the movement was initiated by the Y.M.C.A. Many other towns are hoping that such form of activity for boys and young men can be initiated.

Dr. Fisher, in making his report, shows that most of the athletic leagues require regular Sunday School attendance for participation by individuals. In some cases attendance at only 50 per cent. of the regular services of the Sunday School is required. In other churches it is 60 or 75 per cent. Some churches require attendance every Sunday. Others impose the restriction that a prospective member of a basketball team or baseball team must attend three weeks to two months before he can join the team.—*The Continent*

Capitalizing Ignorance

"I don't see any use of my showing off my ignorance by dipping into this new-fangled way of discussing things in the Sunday School class," said a smartly-dressed young woman to another member of the class. "I think that is what the teacher's for."

"To show off his ignorance, you mean?" the other asked.

"Well, yes," was the reply, "and his wisdom, too, if he happens to have any. I don't think it is the pupils' place to try to run the class."

"Well, perhaps we can capitalize our ignorance," spoke up the teacher, who had good humoredly let it be known that he had overheard the conversation, "and as for our wisdom, that will take care of itself."

"Well, what do you mean by capitalizing ignorance?" asked the young lady who had not spoken so pointedly, while the other laughingly hid her face.

"Capital means stock in trade," returned the teacher. "I think it is possible to make our ignorance a part of our assets."

"In what way?" was further asked.

"Assets means entire property of all kinds," he further defined; "so if we can turn our ignorance to any good account, it will become a part of the assets of the class. If I am ignorant, and at the same time perfectly honest about it, my ignorance will assume the form of an interrogation point, and where two or three interrogation points are gathered together, there is bound to come a resort to the discussion plan of unraveling each other's ignorance."—H. W. Horn, in *The Convention Teacher*

"At Least You Can be There"

It was said by the young elementary superintendent in a kind of desperation at the end of a conference with teachers.

She had pleaded for training classes and had been met with rebuffs. She had suggested story-telling clubs without awakening the slightest enthusiasm. Offers of book lists had been accepted grudgingly. There seemed insurmountable obstacles to improving the quality of the teaching, so this came as a final appeal to the teachers: "At least you can be there!"

Shortly after, the elementary superintendent, in spite of her many speaking engagements, decided to take a class in Sunday School. She craved contact with children. She wanted a laboratory. She had inspired many to feel the importance of teaching and she really longed to get back to it herself. And then there came back to her the ring of her own words, "At least you can be there!"

Inspiration she did not lack. Her training was thorough, and her preparation for each lesson frequently a part of her stated work, but with her, to "be there" was the chief difficulty.

She took her class seriously and she never failed to be present. It meant, once, getting into town at three in the morning. It meant, again, refusing a delightful invitation for a near-by week-end. It meant, always, careful planning and, often, real sacrifice.

It meant something else. Gradually there crept into her normal work a new note of ap-