

# Normal Department.

The next examination in this department will be held on October 5th and will be upon the lessons of the third quarter and the portion of the text-book covered by Principal Kirkland's notes as published in the *TEACHERS' MONTHLY*. The final examination on the present text-book will be held on January 25th, 1896, at the same time as the annual examinations of the scheme of Higher Religious Instruction. It will embrace the lessons of the third quarter and the remainder of the text-book. To take the General Assembly's diploma ought to be an object of ambition to every teacher in our Sabbath Schools. Samples of the questions set were given in last number of this magazine.

## ANALYSIS OF THE TEXT-BOOK.

THE SABBATH SCHOOL TEACHER'S HAND-BOOK; or, The Principles and Practice of Teaching, with special reference to the Sabbath School, by Thomas Morrison, M. A., L.L. D., Principal Free Church Training College, Glasgow.

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In studying Dr. Morrison's book, the student is recommended to read the first two chapters, and to begin the study of the work by thoroughly mastering the third chapter; then take up chapter V, and follow this by a careful study of chapters VI, VII, VIII and IX. The order of study will then be, the Qualification of the Perfect Sabbath School Teacher, the Principles which lie at the foundation of all successful teaching, and the Art of Teaching deduced from these principles.

## THE QUALIFICATIONS OF THE IDEAL SABBATH SCHOOL TEACHER.

I. **Personal Godliness.**—As the main object of Sabbath School teaching is conversion, the essential qualification of the teacher is personal godliness. Only those who *know* the love of Christ can sincerely speak of that love to others.

II. **A consistent walk and conversation.**—The main object of teaching both in the Public School and in the Sabbath School is not the communication of knowledge but the building up of character, and for this purpose, "example is better than precept." We teach not only by what we do and say, but to a far greater extent by what we are.

III. **The Sabbath School Teacher must know thoroughly and familiarly the subject he wishes to teach.** He must teach from a full mind and a clear understanding. —Nos. I and II may, in general, be taken for granted. There are few Sabbath School Teachers who do not possess these qualifications. The importance of III is not always appreciated, and yet there is no other characteristic or qualification which is so fundamental and essential.

(1) We can never convey into another mind nearly all of what we feel or know of any subject. There is always a large percentage of waste and loss in the act of transmission.

(2) What we really know we feel a strong inclination to teach. It is a law of human nature that there is an instinctive impulse to tell in some way our thoughts and emotions as soon as they become vivid and intense enough. "While I was musing the fire burned: then spake I with my tongue."

(3) Truth must be clearly and fully understood before it can be vividly felt: and it must be vividly felt by the teacher before it can be vividly felt by the pupil.

(4) When the subject is fully and familiarly known it leaves the teacher the full command of his powers for the purpose of teaching. A teacher possesses a certain amount of *energy*, and if part of this is employed in trying to think out the subject, just so much the less will be available for teaching it.

(5) And lastly, the ample knowledge of the teacher inspires the pupil with that confidence which every pupil should have in his teacher.

## IV. What the Sabbath School Teacher must possess:—

(1) An intimate acquaintance with the Word of God.

(2) A knowledge of the chronology of the Bible, and the geography, both physical and political, of Bible lands. "He must needs go through Samaria." Why?

(3) A knowledge of contemporary history. Give illustrations.