

past rapidly, recalling at least one thought. If your work has not been successful and your scholars do not recall that which you taught, I trust that it will only urge you on to better preparation and more careful teaching in the future.

THE PREVIEW THOUGHT IN PRIMARY TEACHING.

We should not try to teach little children more than one thought from the lesson. Select what you think is the best one, and then teach that and no other, and no more. Bend all your energies and use all the best methods to teach in your lesson the thought you have chosen. Take for example the lesson on the Transfiguration; suppose we choose the idea of *true hearing* as the best thought to impress upon the little ones. There are many beautiful lessons which can be taught from the transfiguration, but we must pass them by or we will miss the very point we are seeking to make. Never mind the idea of the glory of God further than a passing reference, tempting though it may be to teach it. Never mind the lesson on prayer, leave that for another time. Be careful or you will find yourself trying to impress the children with the thought that it is likely that we shall know each other in heaven, for this is implied in the text.

The lesson for the little ones is "Hear Him." Our lives will tell if we hear aright. It is bad enough for the preacher to forget his text; it is much worse for the primary teacher to do so. Keep to the one thought and keep at it until all understand it. Beware of the bright scholar. Look after the dull one. If you are not careful the former will answer all your questions, and a few of them will deceive you into the idea that the class as a whole understand your point. Often have I found this to be so.

I was recently teaching in a primary department in the city of Portland; the children were from 5 to 9 years old and were as bright as could be and filled me with any amount of inspiration. The lesson was the "Miraculous Draught of Fishes," and the chosen preview thought was "Be fishers." As I made a few lines for the hillside, lightly sketched the water, and pinned to the board two paper boats, all were much interested. Instead of applying the truth through the idea of fishing with nets, I did so by fishing with hooks. With the white chalk I lowered the lines, then drew some hooks. The little ones readily suggested the idea that the hooks needed bait, and with the same colored chalk that was used to write the words "love," "gentleness," "kindness," the white hooks were covered with bait. I then endeavored to teach the children that they might fish for others, suggested to them that a good place to fish was at home, at school, and at play. I congratulated myself that I had kept to my text and made the application very clear, and thought that probably the scholars would try during the week to be little fishers at home, school, and play. To make sure that I had made my points clear I reviewed what I had taught, and when the question was asked—"Where can we be fishers?"—imagine my feelings on receiving the answer from several—"Over the wharf." You may presume that any exalted opinions I had of my ability as a primary teacher were very much humbled. It is after such experiences as these that we find out how difficult it is to make our points clear to the child's mind. I am very sure, however, that before I left the class had grasped the idea of what *being fishers for others* meant. Let me therefore emphasize the points that should be remembered: First choose the central thought; second, do not try to teach other lessons; third, bend all your energies and use all your illustrations to impress that one truth; fourth, review until certain your lesson thought is clearly interpreted by the scholar.

Normal Department.

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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PRINCIPLES OF TEACHING. (CHAPTER V.)

Definition of Principles. Principles are fundamental truths from which other truths are derived that can be applied as guides to human conduct.

Principle I. In Teaching we must always begin with the known and proceed to what is unknown; that is, instruction must always be based upon some idea already