

The Teachers Monthly

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The Teacher Training Course is being received with much favor in all parts of the church. From east and west, enquiries regarding the course are constantly reaching the secretary of the committee in charge.

At a S.S. Convention in Northern Ontario lately held, the Teacher Training Course, was the point on which interest focussed. In one of the congregations represented at the convention, the pastor has commenced a class with a very encouraging attendance.

The prizes of life are won through labor. The skill and ease of the musician are the reward of severe toil and unremitting care. The simplicity and art of the poet are the product of the efforts and the failures of years. Behind what is simplest and most spontaneous, lies the gathered wealth of weary work and continuous study and earnest application.

OUR PUBLICATIONS

The promises made at the beginning of the year of additions to the size of **TEACHERS MONTHLY** and to the variety of material have been made good. Contributors and lesson writers have done admirable service. Professor Murray's articles on *Teacher Training* have been widely commented on as of exceptional ability and insight. The *Beginners' Course* and the *Teacher Training Course* have been added to our regular departments.

For 1903 even better things have been planned for the teachers and, we may add,

for the scholars. We are seeking so to help as that no Sabbath School of our church will consider itself equipped unless provided with our **TEACHERS MONTHLY** or one of the **QUARTERLIES OF LEAFLETS**.

A like purpose is held in regard to the illustrated papers. We seek the whole field by trying to deserve to have it. The issue of our new paper, **EAST AND WEST**, for the older scholars and young people completes the series, with **THE KING'S OWN** for the boys and girls and **JEWELS** for the little ones.

TEACHER TRAINING

By Professor Walter C. Murray

XII. HOW DOES OUR KNOWLEDGE GROW?

This is a most important question for the teacher. For he is anxious to follow nature's method of presenting new truth to the child. Mr. Herbert Spencer, in his *Essay on Education*, describes some of the characteristics of nature's method, such as "from the simple to the complex," "from the indefinite to the definite," "from the concrete to the abstract." We ask: "What is simple, what complex? What indefinite, what definite? What concrete, what abstract?" In teaching the child to read, should we proceed from letters to syllables, from syllables to words, from words to sentences, as our fathers did; or should we turn our backs upon the old "alphabetic method" and follow the easy-going "look and say" method, that begins with the sentence, then