

that this active agency for good be operated all the time. It is right that the investment and equipment such as buildings, libraries, papers, etc., should be yielding the fullest possible return. No one can say when the hour of opportunity may strike and when the decision may be reached. In view of this no opportunity can be missed. The School loses that suspends work for any period. It loses scholars. Some will go to Schools that keep their doors open, and of these a few will like them so well that they won't return.

The value of a School is discounted when it is for a season closed. The world says, "This institution cannot be of first importance, otherwise it would not discontinue its operations." The nickel shows, and bar-rooms, do not close up by reason of either heat or cold. If there is business to be done, they will be found at the "old stand" and "on the job", attending to business. The "King's business" must have its kingliness demonstrated by the constancy and enthusiasm with which it is attended to. Let us have "evergreen Schools". Let us rise superior to winter's cold or summer's heat. The Master whom we serve declared, "I must work"; "I must be about my Father's business." Let us work while it is day.

Toronto

A New Start in Teacher Training

The Assembly's Committee have in view specializing on Teacher Training during the month of October—inaugurating a Teacher Training campaign in the senior classes of the School and by the forming of special classes. A great advance is being planned for. Synod and Presbytery Conveners and Committees are considering how best it may be carried through. We hope to give the plan in detail in the *TEACHERS MONTHLY* for October.

The Making of a Sabbath School Teacher

By Principal William Scott, B.A.

VII. ILLUSTRATING

Need of illustrations. There is no teaching unless the new ideas which are presented to the class are fully understood. The good

teacher knows that this is the case, and so he prepares his illustrations and comparisons by which he can make the new truth perfectly clear. Recognizing the great law that all teaching must proceed from the known to unknown, he endeavors to find something in the experience of the child to which he can compare the new truth and through which the new can be apprehended. Thus, by associating the new and the old, the new is firmly bound to the old and familiar, for association is the very soul of apprehension and memory. In some way, too, the pupil must be induced to think. One of the chief means in leading him to think is the use of illustrations and comparisons drawn from what is already known and familiar. To be apt at illustration is a great gift in any teacher. To acquire it, he must be so well acquainted with his pupils,—their lives, their games, their associations,—that he knows well what they know and are interested in. He has thus an almost inexhaustible storehouse of facts from which to draw his illustrations and with which to make his comparisons.

Kinds of illustrations. Illustrations may be divided into two classes :

(1) Verbal illustrations in which some experience, some parallel instance or some contrast, is called to the memory to explain the truth under consideration. For example, a boy has been transplanting plants. He finds that some are easily raised ; some shrubs he can raise with difficulty, and others not at all. So it is with bad habits. Some, if checked early, can be easily removed ; some that have taken a deeper root can only be got rid of through considerable effort ; and some have taken such firm hold through long use that they are never entirely removed.

(2) Material illustrations, where objects, pictures, models, maps, drawings, and the like are shown. Each of these kinds of illustrations may be used advantageously with pupils of all ages.

Requirements of good illustrations.

(1) Those presented in words must call up things well known, experiences that are familiar, or knowledge perfectly apprehended. In most cases it would be useless to refer country pupils to things familiar to city or