

most aiding peace to our own feet is that same pathway of unselfish service. What we get, for the sake of getting, we lose. What we spend, of our means and of our strength, for the betterment of others, we gain. Slow are we, indeed, to find the way. It begins with thorns, even as the crown of thorns and the cruel nails of the cross went before the ascension and the glory; but once found, no inglorious beds of ease, nor any glittering seats of earthly honor will tempt us from it.

### TEACHER TRAINING

*By Professor Walter C. Murray*

#### III. APPEAL TO THE EYE

Imitation shapes the child's conduct. Another instinct builds up his knowledge: curiosity leads the child to look at, to touch, to handle, to taste, to smell whatever attracts his attention. In this way he learns the color, the size, the weight, the form, the taste and the odor of things.

The first of the child's senses to awaken are touch and sight. The lips of the newly-born infant are quite sensitive, responding even to the slightest touch. The mouth remains the chief organ of touch for some time, and even as late as the second or third year it challenges the right of the fingers to be chief arbiters in matters of touch. From the first day, the infant seems to have a dim consciousness of the difference between darkness and light. These two senses, touch and sight, sit in the high places in the mental world. Rarely does hearing dispute their claims. It appears later on the scene, and all through life ministers more to the emotions than to the understanding.

It is a matter of considerable importance to know to which sense appeal can best be made in order to produce a vivid impression. The teacher in the Sunday School wishes to influence the child's conduct by suggesting good models for his imitation. The strength of the suggestion will depend largely upon the vividness of the impression. Now, if the teacher can produce the most vivid impression by appealing to the child through his ear, then it is better to tell the story or describe the hero. If, on the other hand,

the eye admits a more vivid impression, then the teacher should use pictures and illustrations to impress the child. Through which gate should the Sunday School lesson go? The ear-gate or the eye-gate? For five days in the week the teacher in the public schools lays siege before the eye-gate. On the seventh day the Sunday School teacher seeks admission through the ear-gate. Its hinges are rusty, and the way is rough. In the olden days it was the main thoroughfare; for along it poetry and song were wont to travel. To-day science, with its spectacular methods, crowds through the eye-gate. This gate admits a greater number in the same time, and it permits them to enter together. Through the ear-gate things must pass in single file.

Through which sense should the appeal be made? Dogs recognize each other by smell; horses by sight; birds by sound. Here each species relies more on one sense than any other; and in each case it is a different one.

On which sense does man rely most? Men differ; but the great majority agree in trusting one sense more than all the others. If you wish to realize which sense is the more important for you, try to recall the last concert or meeting which you attended. Which is the more prominent before your mind's eye, the sound of the music or speech, or the appearance and gestures of the performers? Or try to recall a car. Which do you remember the more vividly, the colors and shape, or the sounds? When you recall a piece of poetry, do you see the printed page, or hear the music of the words, or feel the swing of the rhythm?

Frances Galton found that women trusted their eyes more than men do, that boys also rely on sight more than do men. Eminent men of science, who have long been accustomed to abstract thinking, trust less and less to their eyes. Other investigators have found that the eye plays a part at least twice as prominent as any other sense in informing us of the world about us.

In every other quarter appeals are being directed more and more to the eye. In the public schools, maps have taken the place of lists of capes, bays, islands, etc. The