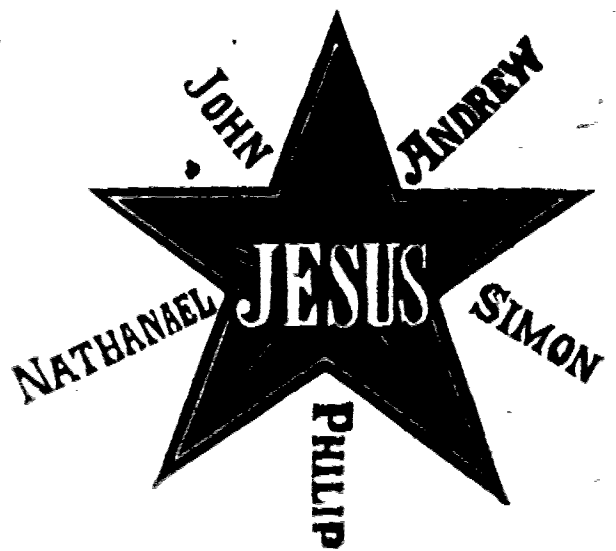
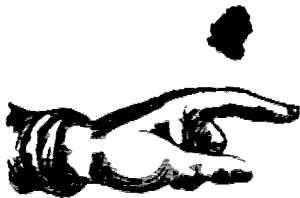


Phillip.—Read what is said of him in chaps. 6, 12, 14. "Philip was slow, dubious, wavering, timid, apt to wonder what was right and necessary to do instead of doing something." (Reith). What did Jesus bid him do? Whom did he seek? What did he tell him?

Nathanael.—What does he say about Nazareth? What does Philip tell him to do? What does Jesus call him? What does he call Jesus?

▲ Christ has a place in his circle of disciples for everybody. The bright and clever are no closer to him than the dull and slow if they are loving and faithful. Use this thought for the encouragement of your class as your knowledge of their individual dispositions guides you. Try and speak a word in season to each.

**John
the
Baptist.**



NORMAL DRILL

based on the text-book, "The Sabbath School Teacher's Handbook; or, The Principles and Practice of Teaching, with special reference to the Sabbath School," and prepared by Principal Kirkland of the Toronto Normal School.

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 in the mind of the pupil.—This principle is of vital importance, and is of universal application in education both sacred and secular. It is an established fact that when the mind receives an impression it refers it to a previous received impression that happens to resemble it. Thus every new impression is interpreted by means of old ones, and nothing can be really known or recognized until reference and comparison have been made to something previously known. Besides the mind has a liking for what it knows, and this liking extends itself to all that can be connected with the object. This principle was employed by the Apostles in addressing the Jews. See Acts 2: 14-36; Acts 13: 17-41; Acts 14: 15-17; Rom. 1: 18-32.

Principle II. The Teacher should understand the order in which the faculties of children are unfolded, because the wisest teaching will be directed to those powers that are conspicuously active at the time. The teacher must adapt his teaching to the age and capacity of the pupils.—This principle may be illustrated from the teaching of the Lord. "I have many things to say unto you, but ye cannot bear them now." John 16: 1-3. See also Matt. 4: 33. The mind of the child consists at first of few active faculties. In young children the memory and imagination are the controlling powers. Comparing, judging, and reasoning come at a later period.

Read Chapter V, omitting Section 39.