

This plan has always proved interesting and Review Sunday, which was formerly a bore, became the most interesting and pleasant Sunday of the Quarter.—Mary L. Wilson, in *The Westminster Teacher*

When there are no Blackboards

Blackboards may be purchased so cheaply nowadays that there is hardly a reasonable excuse for any Sunday School being without this very helpful piece of equipment. But even if the School is unprovided with a blackboard, the service which the blackboard renders can be performed in another way.

Go to any newspaper office and get sheets of cheap paper cut about the size of a newspaper page, or any other size if preferred. Fasten these sheets of paper together with a piece of cardboard for a back so that they make a kind of large pad. For fastening the paper together, wire staples may be used or pieces of string.

Take this pad to Sunday School, set it up in place or hang it in position, and your blackboard is ready, although in this case it is a "whiteboard," and it will be necessary to use colored rather than white crayons to make your letters stand out distinctly.

In a well-equipped Sunday School in a city which I visited recently, a School which has as many blackboards as it needs, this "whiteboard" plan is in use for announcing the report of the secretary and of the treasurer. The superintendent of the School is the editor of a newspaper and he has seen to it that both these officers are provided with one of the large pads. Each officer sets forth in large letters the day's attendance and the day's offering, and compares it with the offering a year ago, or the previous Sunday as the case may be.

At the close of the School session the sheet of paper with its lettered report may be destroyed or filed away for reference.—James Elmer Russell, in *The Pilgrim Teacher*

Securing and Retaining Attention

In securing and retaining attention the qualifications of the teacher are important factors.

1. The teacher should be of a cheerful disposition. She will find that her own moods are reflected in the pupils. If the teacher is gloomy, the class is very apt to be dull and unresponsive. Nothing attracts and interests a pupil like a teacher who radiates a cheery atmosphere.

2. The teacher should be very much in earnest about her work. If she shows by her manner that her heart is not in the work, her pupils will likely assume the same attitude

toward their work. She should act and speak as though the work in which she and the class are engaged is of vital importance.

3. The teacher should be the most enthusiastic person in the class. A teacher without enthusiasm for her work is very much like an engine without steam, in that she will never get anywhere. If she truly loves her work, and has the interest of the class at heart, she will be filled with an enthusiasm that "springs from a genuine, fervent desire for the accomplishment of a well-understood purpose."

4. The teacher should strive to be as interesting as possible. Her aims should be not only to bring out the truth of the lesson, but to do it in as interesting a way as possible. No teacher has a right to be dull and prosaic. If her presentation of the lesson is dull and uninteresting, the pupils are bound to be unresponsive.—R. W. Settle, in the *Convention Teacher*

Range-Finding in Teaching

The fact is, those teachers who are most intelligently aware of the pupils while preparing the lessons are apt to be least painfully aware of them while teaching. And it is just as true that the teachers who most intelligently observe the pupils while teaching know best how to get ready to teach. There is no escape from the pupil. He cannot, with impunity, be ignored. Child study is to the teacher what range-finding is to the gunner. The teacher must learn from the pupil before the pupil can learn from the teacher. There must be obedience and confidence on both sides. "Nature must be reckoned with or nurture cannot be reckoned on."

The pupil who disregards the teacher should be disciplined, we say. But what about the teacher who ignores everything but the physical presence of the pupil? Children are often unable to appreciate the earnestness of their teachers because the latter seem to be unable intelligently to appreciate the former. Ignorance of the true nature of undeveloped human life is the prolific source of heartache and failure among those who have come under the spell of the great teacher. Even love cannot take the place of intelligent insight.—S.S. Journal

Should the Pastor Teach?

Should the pastor teach? Yes; practically every Sunday, but only as a substitute teacher. He cannot afford to allow the teaching period to be unused. He should not be visiting the classes and thus disturbing them, except under stress of necessity. There is no more profitable employment of the period for him than by serving as substitute teacher in different classes. He will thus win