

of attention you must depend on for your success with children, not necessarily to that high degree, however.

How shall we secure that attention? What ingredients shall be mingled in our recipe? First, and fundamentally, *personality*. If you have no attractiveness in you, if you have no love of service for his sake, if you have no love of children, if you have no heart of gold, you are doomed to failure so far as winning attention is concerned, and you had better try some other work. But most teachers have some personality to start with, and personality develops with use just as other gifts do.

Next, *knowledge* of the lesson. A thoroughly mastered lesson is an asset of the highest value, while a badly prepared lesson is a great drawback.

*Skill in presentation* is our third requisite; some experience in the art of teaching, that great fine art.

*Comradeship* comes next. Those boys in your class are your chums and you share a world in common.

*Purpose in service* dignifies your work. You would win them for Christ and lead them to higher living, and so you are their Sunday School teacher, praying, planning and working.

Is there no easier way to win attention than by blending all these into your lesson? None has yet been discovered that is of any permanent value and that will hold fifty-two Sundays in the year. A good story? Yes, so far, so good. A bright manner? Fine. But the real day-in and day-out attention that secures a lodgment of the lesson in the heart requires all the ingredients already mentioned, and uses story and graces of manner and everything else, all in their places.

But remember that attention is brief. The focussing of the field of consciousness on a single idea is only for a very brief period. None of us can hold our attention on any subject longer than a few minutes. Moral: vary your methods; allow for intervals for relaxing; recognize the wandering of this and that boy's mind during your lesson as perfectly natural; and bring the class to the peak of attention only at intervals, allowing for the downward slopes; and do not scold. Moreover, remember that to win, and much more to hold, attention is one of the greatest tasks of the most skilled of teachers, preachers and orators. Do your best, and do not worry because you do not succeed in a day. But be sure you do your best.

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## \*Dr. Robertson's Book on the School

BY REV. J. M. DUNCAN, D.D.

The wideawake teacher is always sharply on the lookout for books which will help him in his work. He is as ambitious to be thoroughly workmanlike in his teaching as a mechanic is in the handling of his tools or the head of an office in managing its details. No true teacher is content unless he is making his teaching and intercourse with the class really count for something worth while. It is not enough for the teacher to be good; he wants to be good for something.

Amongst the books which will be of real service to the teacher, the latest book in the New Standard Teacher Training Course of our own church, *The School*, by Rev. J. C. Robertson, D.D., the General Secretary for Sabbath Schools and Young People's Societies, takes a high place. It is not a large book; there are in it but ten chapters and eighty pages, so that its contents may be easily mastered. It is not expensive; the price is only 20c., so that it is within the reach of all.

\* New Standard Teacher Training Course, Part Four, *THE SCHOOL*, by Rev. J. C. Robertson, D.D. (R. Douglas Fraser, Church & Gerrard Sts., Toronto, 80 pages, 20c.).

It has been said that the teacher will find this little, inexpensive book helpful. There are several ways in which it will be so.

First of all, it will set before him clearly and definitely the purpose of all Sunday School work. In military phrase it shows the target at which the teacher is to aim. Any worker, in any sphere, who has got fairly and squarely before his mind and into his heart and will just what his task is, just what he means to do, has taken a long step towards successful achievement. There would be enormous gain if every Sunday School worker were to set before himself the question, "What is a Sunday School for?" and wrestle with it until he has found a solution. Towards that solution Dr. Robertson's little book will largely help.

It would be a mistake, of course, to suppose that the Sunday School is working alone at its great task. Other agencies are doing their part towards its accomplishment. Chief amongst these are the home, the community and the public school. The Sunday School teacher who is to do his work intelligently must know what training his scholars are