

It is hard for some people to see things in their true perspective. The influence of environment and occupation cannot be gained. The woman who attends to the daily routine, seldom has opportunity of coming into touch with the larger issues; the man who waits on a lever for nine hours a day, may not have very much taste for the poets, when he comes home tired at night. We are continually exposed to the danger of becoming so engrossed in the details of our daily work as to dwarf some of the higher aspects of our nature. The remedy, however, is not to give up the work, but to enlarge the interest. Many a man can afford to put more soul into his work. He himself will be morally benefited, and his work will be of a higher order.

And besides, the mind is its own place, and in thought we may wander to the meadows, woods and mountains; the imagination is free, and can transport us to airy regions while we labor among the common things of life. In imagination, indeed, we are most like God, and can create a new heaven and a new earth; the memory is an inexhaustible storehouse from which we may draw and refresh ourselves at will, and the human soul has hidden resources which have not yet been brought to light.

Jesus lived His earthly life within a narrow environment. His educational advantages were few, His opportunities, even for national service, were not apparent. And yet, within these narrow limits, He rendered incalculable service to mankind. The book of nature was open before Him, and He read it as the work of His Father; the heart of man was sacred to Him, and He sounded it to its very depths; God was to Him an ever present reality, and He taught that in knowing His truth men would attain unto freedom. In the wideness of His sympathy He transcended local and temporal limitations, and now He is enthroned in the heart of humanity.

An institution, like the individual, is in danger of becoming self-centred. The church is no exception. A living interest in the missionary enterprise is the greatest blessing that God can bestow upon the home church to-day. No institution can become narrow that thinks in terms of world problems. We

are beginning to realize that we were not serious in dealing with these. We were satisfied with units, but now, aiming at millions, we lose ourselves in our enthusiasm for the larger vision.

Halifax, N.S.

The Essentials of Good Teaching

By Professor O. J. Stevenson, D.Paed.

VI. TRAINING THE ATTENTION

(c) How to Claim and Hold Attention

From what we have already learned regarding the nature of attention and how it works, we are able to form an opinion as to some of the best ways to claim and hold the attention of the class.

In the first place, the teacher must see that, as far as possible, the physical conditions are such as to promote attention. If the classroom is too warm or too cold, if the ventilation is poor, if the seats are uncomfortable and the children's feet do not touch the floor, if the teacher's voice is harsh or monotonous, or if there are distracting sights and sounds from outdoors or from other parts of the room, the teacher need not look for the best attention. The child's thoughts are invariably directed towards the pinching shoe, the draught from the window, the bright colors in the teacher's dress, or the noisy boy in the next class, to the neglect of the lesson in hand.

In the second place, the teacher's method of controlling the class has much to do with the attention she receives. The teacher who calls most loudly for attention, seldom gets it. If the pupils are permitted to jump from their seats, snap fingers, gesticulate, interrupt the teacher, or shout out answers before being asked, disorder, and consequent inattention, are sure to result. Control of the class is a necessary condition of attention.

But, after all, the vital and essential thing in securing attention is the appeal to the interests of the pupils themselves. As we have already seen, in order to hold the interest the new elements in the lesson must be related to the old and the familiar in the child's experience. The critical point of the lesson is generally the beginning. The skilful teacher, in introducing the lesson, rapidly reviews, by question or summary, the main