

ties we are stronger because thus united. Though the rampart be broken it cannot be taken as long as the garrison is united and faces the enemy with an unbroken front. Indeed it was this thought of common sympathy and effort that cheered me as I began to write this paper. I thought, "What I omit you will supply, and where I go astray you will correct." I purpose in dealing with these weaknesses to trace them to their source, as an explorer follows the windings of a stream until he discovers the spring from which it issues. Having discovered the cause of these weaknesses, I will indicate the best way of dealing with them. This method though simple will be tedious, because the causes of these weaknesses are numerous, but the results will well repay our careful research.

The first thing which I shall mention as causing much anxiety to the teacher is the *inattention of the class*. Every class, as a class, is not inattentive, but there are very few classes that have not one or more indifferent members. The question is addressed over and over again by anxious teachers to superintendents, "How shall I secure the attention of my pupils?" To answer this question satisfactorily the superintendent must examine each case carefully, discover the cause of inattention and remove it if possible. He is sure to find the cause of inattention either in the environment of the scholars, in the scholar, or in the teacher. The greatest source of inattention in our Sabbath Schools is to be found in the scholars' surroundings. The greater number of our Sabbath Schools are conducted in our churches, just before the hour for divine service. There is a continual bustle. Some come late for school, and others arrive early for service. The librarian comes with the books and the treasurer with the collection box. There is a teacher near that speaks rather loudly; or a boy or girl in the next class that almost screams out the answers. If anything unusual happens in any part of the church the attention of the class is diverted from the lesson, for the things that are seen with the bodily eye appeal with greater power to the human heart than those things that are unseen, though they are eternal. Teachers often worry over the lack of interest taken in the lessons, thinking the reason of this carelessness must lie in themselves, but they are blaming themselves wrongly, for the fault is not in them but in the environment of the class.

To remove this cause is not an easy matter. But it can be done. It must be done before we can secure their uninterrupted