

interested in Sabbath School results, especially in the High River Presbytery.

Our plans for 1911 are to send the field worker to the three northern Presbyteries, Edmonton, Vermilion and Lacombe for purpose of visitation and organization. Presbytery Sabbath School Conveners will do additional work, and we are uniting forces with the Home Mission Committee's workers more definitely than before. Emphasis will be laid this year on Adult Bible Class and Missions.

Synod of British Columbia

(Rev. R. J. Wilson, M.A., Vancouver, Convener)

Considerable progress has been made in general efficiency. During last autumn the Synod Convener spent three weeks in the Kootenays, holding Conferences at a number of centres, and speaks with enthusiasm of the faithful services being rendered there by our Sabbath School workers. In the Presbytery of Kamloops, arrangements are under way for a careful visitation of Schools during 1911. In the Presbytery of Westminster, the local Committee has been very active, especially in seeing that Schools were organized in all new districts, and this work has met with most encouraging results. In the Presbytery of Victoria, the Convener made an extended visit to the Schools in the outlying districts, which are very seldom reached, and which for that reason appreciate these visits all the more.

The Making of a Sabbath School Teacher

By Principal William Scott, B.A.

V. SECURING ATTENTION

Any one who reflects upon the workings of his own mind, knows that he can fix his consciousness upon some thing or group of things. This is attention. He also notices that there are times when he cannot help but think about some incident. It is not necessary to make an effort to keep the incident before the mind. He may even try to expel the thought, but is unsuccessful until some other incident occurs which expels the thought of the first. He also

notices that he is able to fix his thoughts on some circumstance and, by an effort, can keep it there for a time. Thus he learns that there are two kinds of attention, the non-voluntary kind and the voluntary.

If he reflects still further, he will recall the fact that the attention of young children is mainly of the non-voluntary kind, and, further, he will arrive at the laws that govern attention in every normal person.

1. Nothing can enter the mind unless the mind gives attention to it. Thus one is reading an interesting book or doing something which engrosses the attention. But after a time the book is laid down or the work is finished. Then at once one becomes aware of the noise of the street, or the singing of the birds, or the whistling of the wind. All of these were going on while he was reading or working, but he heard nothing because the mind was otherwise occupied. Hence, if the mind is already occupied by some thought foreign to the lesson, there can be no attention to it, and without attention there can be no teaching.

2. Attention cannot be gained by asking for it, or insisting upon it, or appealing to a sense of duty. The present thought must be displaced by another which attracts the mind to it. This means that the mind must be interested in the thing that is presented to it. Now there are many sources of interest. A child is interested in stories well told in language that is adapted to the present stage of his advancement. On the contrary, we all know the effect of a dull, listless, monotonous way of saying things. It causes the younger pupils to turn their attention to mischievous pranks, and gives rise to noise and restlessness. With older pupils, even in those extremely anxious to attend, it lulls them to sleep, and they get little benefit from the lesson. The lesson for the teacher is to know his pupils so well that he can discover something in which each is interested, and to use this to get his attention to the thing in which the teacher is interested.

3. No attention is continuous. No one who is honest with himself will deny this. He knows that his own mind wanders from one thing to another even when he is anxious

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