

them in batches. Third, buy every book on approbation, and have it read by several reliable persons before passing it finally. If any serious objections are raised, reject it, that being always the safest course. Fourth, always buy the latest, up-to-date publications. Do not buy old story books because they are cheap, but secure for your library that which is new, crisp, and representing the best thought of the present day.

ATTENTION—HOW TO SECURE IT.

BY MR. W. H. PARR.

ATTENTION is vital and fundamental in order to successful teaching.

The remark is often heard, "If I could only secure attention, I would have little difficulty in interesting my class." Attention is the avenue through which a class may become a great success; and the absence of it will naturally result in dismal failure. The "question drawers" at conventions contain many inquiries on this subject, and the superintendent of any school may often be found in conversation with teachers affecting this important question. It is, therefore, imperative that the issue should receive careful investigation, and, if possible, to have a remedy provided. There are six ways through which improvement may be sought as follows:

1. Punctuality. Good order in a class may often be determined by the punctuality of the teacher. Not to be like one teacher, who was noted for being "punctually late." Be ahead of time and extend a cordial welcome to each scholar.
2. There should exist, on the part of the scholar, respect and reverence—respect for the teacher and the official authorities of the school, and reverence for the school-room as the House of God. From this attitude there will naturally follow good order, obedience and application.
3. By inspiring the ambition that every scholar is a factor in the success of the class. Impress the fact that the class work cannot be quite as successful without the co-operation of each individual scholar. If a scholar feels, this the question of attention is largely mastered.
4. A prepared teacher and a prepared class. The former is absolutely essential; the latter is a remarkable auxiliary to the attainment of the best and largest results, for much time is lost in preparing the mind of the scholar for the proper reception of instruction, in the absence of previous study. Encourage home study. Prepare questions in advance, simple, adaptable and practical, creating a wholesome rivalry in the class response. The lesson story could also be told in conversational style by the scholars, in turn, with good results. Hearty singing is lacking in the Sunday-school of to-day. Foster a class spirit in this direction and there will be a marvellous improvement in the Gospel of Song, too often under-rated.
5. The method of attacking the class study of the lesson. This is important, for the attention is often lost, or secured, by the nature of such attack. Give special thought to this as one of the chief funda-

mentals in class descriptive during lesson study. It must be attractive, as magnetic as possible, and once the attention is secured, little trouble will be found in maintaining it throughout the teaching half-hour.

6. By weekly contact with the scholar. The teacher should know something of the social and intellectual tastes of each scholar, that the wisest instruction may be imparted. The practical application of a lesson can often be turned to good account when the right point of contact is known. Instead of being general in the application of scripture truth, we can be oftentimes specific, when there is cognizance of the life and habits of the scholar. Look also into the home life, and foster acquaintance with the parents. This will strengthen the influence of any teacher. Invite the class to a "social evening" during the winter months, and in the summer season arrange for a class picnic with attractions.

By a faithful adherence to these suggestions, with diligent practice, it is ventured that a perceptible improvement will become apparent, and the question of class discipline will no longer be a vexed problem of the Sunday-school teacher.

Winnipeg, Man.

THE TEACHER OUT OF SCHOOL.

BY MR. H. C. HOCKEN,

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IT is of infinitely greater importance what the Sunday-school teacher is out of school than in school. It is not a difficult matter to restrain oneself from exhibitions of temper, or from displaying weaknesses of character for an hour on Sunday afternoon. It needs but a modicum of grace to do that. Besides the associations of the place make it easy to do so without an effort. It is much more difficult to live a clean, wholesome life—such as will form an example for boys and girls—all through the week. And as this is the more difficult task, it is likewise the more important. Teachers may be sure that they can only influence their scholars for good in proportion to their own goodness. They cannot go about all week with a soiled character and put it off with their work-a-day clothes, and don a clean, sweet character for Sunday use. If a man or a woman hopes to leave a lasting influence for good upon a class of boys or girls, he or she must be in very truth, through and through, what it is desired to make of the children.

The scholars must be in the mind of the teacher from Monday morning till Saturday night, not to the exclusion of business or household affairs, but rather as a condiment to the heavy work of the week, giving a pleasant flavor to what otherwise might prove arduous or uninteresting tasks. There is no better spiritual discipline for a man or woman than to live daily in the presence of a class of Sunday-school scholars.

And that is the only way in which one can make a thorough success of Sunday-school work. Living daily in the pres-

ence of the scholars involves a continual study of their characters by the teacher, and a constant scrutiny of his or her conduct by the scholars.

It enables the teacher to meet his or her class with an accumulation of original material that is more effective than all the lesson helps the ablest men in the Church can prepare. And if the teacher is all that he ought to be, the scholars learn to admire him as a man as well as liking him as a teacher.

My conviction is that it is equally as important to study the child as to study the text of the lesson. One must be equipped for Sunday-school work with a thorough grasp of the portion of the Book under review,—that goes without saying. But one can only apply the truths contained in it effectively by having a thorough knowledge of the child.

To live as in the presence of a class of boys or girls day in and day out is an extremely severe test to put a man or woman to. With the very best intentions—and the most strenuous endeavors—one can only approximate that state of mind. Still the effort will constitute a preparation for the Sunday afternoon labor of love that will exceed in power all others combined. The personal influence of a teacher who follows this plan will enable him or her to mould the character of the scholar to a remarkable degree. If aided by intelligent, Christian parents, the early conversion of the scholars of such a teacher is almost a certainty. And it will be a conversion based upon a comprehension of the fundamental principles of Christianity—the only basis upon which it is safe to build Church membership.

Men and women study the Sunday-school lessons with varying degrees of intelligence and diligence, for what purpose? To impart the knowledge gained from the Scriptures to the children. How necessary it is, then, that the week day life of scholars, their home environment, their temperaments and dispositions should be studied by the one who is charged with the duty of teaching them the brightest and most priceless lessons that they can learn!

This requires patience; it involves many little sacrifices; but men and women show greater patience in less important affairs and make more grievous sacrifices in less weighty matters. Those who are in earnest will be willing to give up all that they must lose in order to attain the desired result of establishing the boys and girls in righteousness.

"Where your treasure is there will your heart be also." If one's treasure is one's class it will not be hard to live with it. Rather it will be impossible not to live daily in the presence of the scholars.

It is a sair thing to be misjudged, but it's no more than the Maker o' us all pits up wi' lika hoor o' the day, and says ne'er a word. Eh, but God's unco quiet! Sae long as He kens to Himself as He's richt, He lets folks think as they like till He has time to let them ken better. Lord, mak clean my heart within me, and syne I'll care little for any judgment but Thine.—George Macdonald.