

dom from restraint. They talk of the coming concert, their school, home, and play. Watch, teacher! Now is your golden opportunity! In many Sundays, in many visits to their homes, you may not know their true selves as to-day, as they unconsciously reveal to you their thoughts, characters, and needs.

Doubtless the important question will be asked, "What shall I wear?" "My mother wants to know if I shall wear white?"

By all means encourage simplicity in dress. An elaborate costume at a Sunday school concert is a mistake in the mother, injurious to the child, and harmful in its influence.

If possible, let the last two rehearsals be in the audience room of the church, that the pupils may know their places, both in the pews and upon the platform.

Who has not been annoyed at the lack of system and order in many a child service, simply because little was expected of children and their disregard of church rules was considered charming?

Shall we forget it is the children's service for Jesus? and surely he approved of things done "decently and in order."

It is well that the pastor or superintendent should speak to the children and impress the truths of the hour upon the hearts of the parents; yet a short, practical talk is better than a long address. Nothing of a stiff, formal character is required. Let the address be bright as well as brief. Much that is useful and interesting can be packed in a short speech. Many who rarely enter the church portal have come to hear their child friend, and it has proved God's opportunity to lead their hearts to himself.

Dear fellow-worker, let us raise the standard of our concert services! Spiritualize them! consecrate them! and above all else, let us make them occasions when we shall obey the Master's word, "Feed my lambs!"

## Gaining the Attention of Children.

BY MARY CHISHOLM FOSTER.

### Part I.

If it be true that to do a permanent work for a child his memory must be impressed, and that this depends principally upon the power of attention, we are bent upon finding the best method of gaining this.

How may we do it? When does a little child

begin to give attention? Numerous records of child study state that from the second month to the second year attention to objects and then to the sensation of hearing is common to all healthy children. We are assured of the touching and beautiful truths that "the first object recognized is the mother's face;" "the first conscious smile is given to the mother;" "the smile of the parents is distinguished very early in life from that of strangers." These statements, which tell us that visual impressions precede those of the other senses, lead to another fact, which is, that memory becomes noticeably strong by the end of the first year, and in the third year, frequently, a child gives expression to his mental images revealing the strength of this faculty.

Mr. Darwin's boy at a little past three years repeated many incidents which had occurred nearly six months before.

Now it is often at about this time that the little child leaves the home nest and the home mother to come for one hour in the week, or for many hours, to the garden children and the garden mother.

Each in her turn, and both harmoniously, will develop the spiritual life.

Education has begun already (it begins at birth, if it does not, indeed, antedate that event), but it is necessary that the mother, the primary Sunday school teacher, and the kindergarten be familiar with the best methods of giving instruction.

A terse question by a leading psychologist is, "Which of the senses furnishes the most vivid and lasting memory images?" He then, in answering his question, shows that at first impulse preeminence is given to sight, but he decides with other writers that "the muscular sense is of paramount importance in acquiring knowledge." A free definition of this term "muscular sense" is that it refers to the sense of feeling or touch and is the work done by the hand of the child. The practical value of this idea to the Sunday school teacher is that she may introduce the principle of self-activity into her work and allow the children to illustrate the lesson, remembering always that the fundamental muscles of the child's hand should be developed before the accessory ones, and it is better, therefore, to do work with materials most easily handled. For instance, a piece of chalk is better for the child's use than a pencil is, though the latter is better than a large worsted needle, which is better than a sewing needle.

Upon the same principle, we know that a Prang cylinder of four inches in length is better for