

3. The *grading* of the class should be carefully considered. The scholars should be of nearly the same age, and upon something like an equality in the matter of learning. An improperly graded class, with some scholars too old or too advanced for the others, cannot be successfully managed and taught.

4. A class *organization* will be found helpful in most classes. Let the class annually elect its officers—president, secretary and treasurer—who are to take charge of the class records and offerings, and put upon them a part of the burden of class government.

5. *Rules of order and government*—few, simple, and reasonable, such as the good sense of the class will endorse—should be formulated and made plain to each member.

6. A *triple class record* should be faithfully kept, including attendance, lessons and offerings. The record should show each scholar's standing in these three things, and on the first Sabbath of the quarter the record of the previous quarter should be reported to the class by its secretary.

II. HOME STUDY.

A very important part of class management is the securing of home study of the lesson by the scholars. The following hints are given as having been found practical and helpful:

1. *Expect* home study. The teacher who does not confidently expect and urge it will not get it.

2. *Plan* the home study of the scholars. Invent or adopt some simple plan of study which a scholar can use, and show the scholars how to study according to the plan. A very old and good plan is the five W's: Who? when? where? what? why? A scholar can apply such a plan of study easily.

3. *Assign a lesson* to each scholar. On the Sunday before, give out to each member of the class some one simple and easy thing relating to next Sunday's lesson. Either write it out or assign orally, and require the work to be done. This is the efficient method of the secular teacher, and is entirely practicable in the Sunday-school.

4. *Use Bibles only* in the class. This will help to break up the scholar's dependence upon the lesson helps, and throw him upon his own resources.

5. Explain the use of the lesson help to the scholar as a *home commentary of the lesson*, to be used in connection with his Bible. This was the original and sole purpose of the scholars' lesson help, and is invaluable.

6. *Teach without a book* in your own hand. Have only the Bible, and prepare the lesson so well that you will not need to open that. Teaching eye to eye, independently of the helps upon the part of the teacher, will do much to stimulate like study by the scholar.

7. *Invoke parental aid.* Call upon the parents of your scholars. Submit your plans of study, and frankly urge their assistance.

Even in non-Christian homes the manifestation of such interest by the teacher will secure surprising results.

III. GETTING ATTENTION.

To get and to maintain the attention of the scholars is the most difficult work of class management. It is a slow work to develop the *habit* of attention, but the teacher who sets himself patiently and determinedly to establish it will usually succeed. Attention is to be won, not coerced. Here are some ways of getting it.

1. *Test the attention* in the outset of every lesson. Do not begin to teach until you are sure that you have the attention of every scholar. Discover by questioning whether the scholars are in alert and receptive mood.

2. *Arrest the attention* by any proper device in the beginning of the lesson or during its progress. Use a picture, an object, a story, an illustration on paper, blackboard, or slate, to catch the wandering mind and eye. Every wise teacher will have some method like this in reserve to be used as need demands.

3. *Plan the seating* so as to give to the teacher better control of the inattentive. Give these the posts of honor near to the teacher and let the teacher keep in *actual touch* with them. The scholar who wishes not to be attentive usually gets as far away as possible from his teacher. Get him back, but do not let him know your reason for doing it.

4. *Plan your questions in advance*, with a view to giving to each member of the class something to do within his power to do it. It is of vital importance to include every scholar in the study of the lesson. The certainty that he is to be called upon again and again without warning in every lesson will do much to hold the attention of the scholar.

5. *Hold all the class* responsible for every statement or point made in the lesson, and occasionally go back over it and call it up from the scholars. The class motto should be: "All the Class All the Time."

6. *Watch the faces* of your scholars. If you are not worried over your own lack of preparation for the lesson you can easily do this. Fix the inattentive eye with your own. It is hard to take the mind away from the teacher who knows how to use his eyes. You will need to teach without a book.

7. *Crowd the inattentive.* Pour questions upon them. The minute that restlessness and wandering begin, ply them with work by direct questioning or assignment of work. Hand the careless scholar your Bible, and have him look up a reference for you. Inattention comes from idleness often rather than any other cause, and its cure is *plenty of work*.

8. *Review and drill often.* Stop frequently during the lesson, state some fact of the lesson in few and simple words, have it recited by one and another scholar, and then drill the class