

The Association should consist of the officers and teachers of the school, all of whom should be members of the congregation to which the school belongs, or at least of the Presbyterian Church.

It should have power, subject to the approval of the Session, to elect officers annually, or when vacancies occur, to define their duties, and to carry on the work and business of the school generally.

The superintendent, subject to the approval of the Session and in consultation with the pastor, should have power to appoint, transfer and remove teachers, classify and promote scholars, conduct the general exercises, call meetings, preside, etc.

To avoid repetition and aid in drafting such rules and regulations as are necessary in well-conducted schools, an outline constitution will be found appended. This may be modified to meet special cases.

The officers usually appointed, under the provisions of a constitution, are:—A *Superintendent*, an *Assistant-Superintendent*, a *Secretary-Treasurer* and an *Assistant*, a *Precentor*, an *Organist* and a *Librarian*.

GOVERNMENT.

What we understand by good government.—Direct and indirect.—Which should be adopted.—Causes of failure in Sabbath School government.—Disorder.—Irreverence.—Indirect elements of government.—Influence of officers and teachers.—Course of exercises.—Thorough tactics.—Accommodation.—The place of pains and penalties.

Good government or management consists in carrying out successfully the course of action prescribed by a constitution. In other words, it is the wise and successful administration of any code of laws adopted by an association for the attainment of specific ends. It includes attention to the details of cooperation, the means and efforts to be used in reaching these ends, and also the avoidance or removal of hindrances.

Government may be direct or indirect. Indirect government is exercised through the operations, movements and motives of the governed; direct, by laying down laws with pains and penalties and enforcing the same. Much of the government of a Sabbath School should be carried on indirectly through comfortable, convenient and attractive accommodation; through wise grading, classification and limit of work; through regular, precise and energetic but quiet movements in changing from one exercise to another; through an efficient staff of officers and teachers, who know their duties and who are always on hand in person or by substitute to do their part.

The best constitution may prove unsuccessful through failure in any of these; but in giving tone and character to the government and work of the school, the chief place must be assigned to the Superintendent. If possible, therefore, a man of blameless and exemplary character, a firm, energetic and reliable leader, an enthusiastic, indefatigable, infectious worker should be chosen for superintendent.

A disorderly school cannot be reasonably successful in anything. So important are order and a reverent deportment in Sabbath School that no superintendent should be appointed, who cannot in good measure command these. Disorder and irreverence gnaw the very vitals of Sabbath School work.

Important in making the government of a school successful is the influence of the officers and teachers. They should be heartily loyal to the superintendent and to the requirements of the constitution. Indeed nothing else is consistent with the obligations of their office.

Good government is greatly promoted by a suitable and well-enforced course of exercises or timetable, which, in general outline, should be uniform, but in detail, varied occasionally to give freshness and point to the services and work.

Good government is also promoted by a thorough system of tactics. There should be uniformity, precision and promptitude in the general movements of the school from one posture or exercise to another and in dismissing. There should be no between-times. Every minute should have its own appropriate and special duty.

Lastly, good government is greatly promoted by the healthfulness, convenience and attractiveness of the place of meeting.

We have little room in the government of the Sabbath School for pains and penalties. Our government there should be in the spirit of Christian love and faithfulness. But recognized obstacles to efficiency must be removed, and rebellion in its first appearance must be put down unhesitatingly. It is better, after due warning, to remove a rebellious than that the whole camp be troubled or plague-smitten.

CLASS GOVERNMENT.

The Commander.—His staff.—Separate and definite authority.—What the teacher must insist upon.—What he should do to gain authority.—Indirect methods most successful.

In the Sabbath School the superintendent is the commander-in-chief. The teachers and officers are his staff. They and their departments are to obey general orders, but in their own companies these are to be obeyed without question or hesitation, if the whole is to be a unit in work, character and success.

A teacher must, to be useful, insist upon prompt, constant and cheerful obedience to his authority; must have respectful and active attitude and attention during the school session. The wandering eye, the vacant look, the listless attitude, to say nothing of whispering and other gross disorder, must not be tolerated. Upon the teacher rests the responsibility if such insuperable barriers to good work are permitted from week to week. Perfect mastery of self and of lessons, Christian manliness and sanctified common sense must gain and hold sway or the opportunity is lost.