

### Parents and Church Members.

To build up the school and give it the standing it ought to have, we notice that some 65 letters call for a more general interest and co-operation on the part of parents, and about 35 more emphasize the need of bringing about a closer union between the school and the whole body of church members. A number recommend the organized Adult Bible Class for this, and that we most heartily approve of the plan, any one who will notice the prominence this issue gives to this movement will easily see.

This article is already long enough. Has our correspondence made plain the great fact that into our Sunday School life is coming more and more the conviction that though we may have all possible organization, the most complete machinery, a thoroughly modern outfit, well-paid and devoted teachers, and all human aids, we cannot do our work well without a Divine endowment that will give us power to succeed? That is the position as it appears to us, and we believe it is equally clear to the great body of our Sunday School members, who would like them 'Study! Work!' But above all pray, and the old-time truth will be ever in evidence, "God giveth the increase."

### The Sunday School Superintendent

#### A Composite Photograph.

Over sixty ministers have told us, in writing, recently what they like in their superintendents—not imaginary or ideal officers, but real men as they are at work from Newfoundland to British Columbia. They represent cities, towns, villages and country circuits. Our idea in this article is to present some of the qualities that actually characterize our working superintendents, and so give what may be likened to a composite photograph of the man and character you would like to see him in all our schools.

Many of the ministers write that they most like the consistent character of their superintendents as Christian men. With this such words as "devoted," "faithful," "spiritually-minded," and "prayerful" are combined. From these expressions we learn that the man him- self, as a Christian, is first in demand.

In relation to his office, many and varied adjectives are used. We note, with satisfaction, that a goodly number are reported as ever bearing in mind that "the chief business of the school is the spiritual awakening and growth of every scholar." Nine or ten pastors make definite reference to the desire of the superintendent to counsel with them regarding the spiritual welfare of the members of the school.

This is gratifying, for it goes to show that the ordinary Sunday School superintendent is conscious of the important place the school occupies in the work of evangelization, and that pastor and superintendent should be "workers together" in the great enterprise of soul-saving.

As the chief officer of the school, the characteristics most frequently mentioned are "regularity," "punctuality," "promptness," "up-to-date-ness," "discipline," "earnestness," "courtesy," "optimism," "loyalty," and "good temper." Then follow "generalship," "perseverance," "business methods," "attention to details," "fact," "enthusiasm," "variety," "kindness," and "sympathy."

Some of the adjectives used to describe the superintendent at work in the school are suggestive. He is liked because he is "active," "bright," "lively," "quick," "firm," "spirited," "zealous," "patient," "apt," "persistent," "thorough," and

"thoughtful." One minister says of his superintendent that "he is a perfect stranger to laziness." All of this goes to show that the qualities most liked in the officer are those suggested by one who writes "he does things, and he does them well."

Now, superintendents, you may form some idea of the kind of man you should strive to be. Perhaps you will say: "No man is all the above calls for." True, but all superintendents should aim at being it all, and none should be satisfied with less than all he can be.

The following are a few of the statements made by some of our pastors:

"The editor cannot know just who these several men are; but it may be your pastor was writing about you. See if you can recognize yourself in any of these exact quotations. Here they are:

"Geniality and devotion; a good supervisor, who knows the boys and girls; is profoundly interested in young men, sees spiritual possibilities, and counts his the chief office in the church."—(We like those last eight words.—Ed.)

"His upright walk and pure conversation. His freedom from objectionable habits. His steady interest in the work in hand. His willingness to receive suggestions."

"Promptness, tact, consideration, politeness, and the kind, earnest Christian atmosphere which he carries with him."

"He loves children. He has a genius in allotting suitable work to each worker. He is loyal to connexional interests. He works like a beaver between Sabbaths in the interests of the school."—(Note that last statement. It explains many things.)

"His never falling optimism. No matter how things go, he is always hoping for better things. No matter how poor the behavior, he has seen schools that were worse, and even the most mischievous boys have a streak of goodness in them."—(And the "bad" boys will call him "blessed" after years have passed. God bless that superintendent.—Ed.)

"My superintendent is eager to adapt the best Sunday School methods to his conditions, is never impatient, exalts the spiritual, keeps self in the background, and seeks consultation with his pastor regularly."—(Please study the import of that word "seeks." Too often the pastor is the seeker. We like the way it is used here.—Ed.)

"He is thinking of and planning for his Sunday School seven days in every week."—(That doesn't mean that he thinks of nothing else.—Ed.)

"I like his earnest, sympathetic, manly character. I like his unswerving faithfulness to duty in times of discouragement. I like his splendid optimism, which inspires every teacher with the supreme importance of the work."—(Yes, helpfulness is important. The true superintendent goes into his school with hope in his heart and shining out of his eyes. A dull, spiritless session is impossible where he presides.—Ed.)

"His deep devotion to the work of the school. It is on his heart every day. His interest in the individual pupil. His prayerful remembrance of those who have gone out from the school."—(Good! Follow those who have left your fold with your sympathy, prayer, and correspondence.—Ed.)

"Abiding interest in the welfare of the Sunday School. The faculty of attracting and retaining a lot of interested helpers in the work. His determination always to keep before the school a definite aim. His constant endeavor to edu-

cate the school in the needs of world-wide evangelism, varying the programme of the school so as to enlist all and develop latent talent in scholars."

"He has given nearly thirty years faithful service, a most thorough student of Sunday School lessons, conversant with the most up-to-date methods, above all things taking a deep spiritual interest, both individual and collective, in the work."

"Because he has the Sunday School not only on his heart, but also on his brain. He gives his very best thought to the work of the Sunday School."—(Heart plus brain—a first-class combination. The superintendent needs to employ all the powers and capacities of both for the largest measure of success.—Ed.)

"He is a Christian, an organizer, a Bible student, a disciplinarian, an inspiration to his staff, a friend to his scholars, and is whole-hearted in Sunday School work."—(This card is signed, but the stamp of a Newfoundland land on it. They surely have some good ones down there.—Ed.)

Here is a contrast. It is only discordant note in a harmonious chorus of praise. Never mind the post-mark; but does it mean you?

"What I do not like in my Sunday School superintendent is:

Long prayers.

Lack of system.

No control of school during session.

A new superintendent is needed!" (We wonder if this man, who otherwise is both "faithful" and "earnest," could not be made into "a new superintendent." We do not know you, pastor, nor your superintendent, but whoever you are—consider one another to provoke unto love and good works!)

We could fill pages with such testimonials as the foregoing (extending the list). They all come from living pastors regarding real, living, superintendents. Surely these are a godly, devoted, and wise lot of men.

We thank God for you, brethren, and for your work. And if the excellent features in this composite photograph include yours we congratulate both your school and you. That you will seek such qualities of heart and such methods of work as shall make you capable overseers of the flock, we are sure, and that you may realize them, we earnestly pray. The Church may not always seem to appreciate your services, nor may your efforts be commensurate with the visible results; but "in due time ye shall reap if ye faint not."

### The Promotion Exercises

Make your promotions publicly. Let the occasion stand for something big in the mind of the scholar, and represent an important event in the life of the school. We were present at Newmarket, on Easter Sunday, when the class of ten primaries was being advanced to the Junior Grade. The six girls and four boys were brought to the platform, the superintendent, Mr. L. G. Jackson, presented them to the assembly, and after describing the studies in which they had been tutored, tested their proficiency by a number of questions which were answered. An opportunity was given for public questioning, the pastor welcomed the class, each member was presented with a durable copy of the Bible and the promotion was complete. The service will be remembered during after years by the members attending. Such exercises are worth a great deal to the life of a school.