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## Sunday School Banner.

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## Sunday-school Management.

## I. THE OFFICERS AND TEACHERS.

SUCCESS or failure depends upon the school's leadership. The best business man (or woman) in the church should be put at the head, and the utmost care taken in selecting the other officers and the teachers. The officers and teachers ought to be persons: (1) Of unquestioned piety; (2) of special fitness, as far as available, for the work in hand; (3) of willingness to spend and be spent in making the school a success. Better an entire school managed and taught by one such person than a full corps of lazy or careless or perfunctory workers. The selection of Sunday school officers and teachers is not a matter of Church compliment or "policy," but of the most sacred and far-reaching responsibility. If the church has not the best, let it use the very best it has, and set itself steadily to raising the standard of its Sunday school work.

## II. THE ATTENDANCE.

A well-managed school emphasizes the *punctual and regular attendance* of its officers, teachers, and scholars.

1. Every officer, especially the superintendent,

should be at his post fully fifteen minutes before the opening moment to set in order the work of the day, to get ready and in place all books, papers, "helps," etc.: to provide for absent teachers, to greet and seat incoming scholars, to look after the condition and comfort of the rooms—in short to have every detail in readiness to begin at the moment set for beginning. The day's victory over all opposing influences will be won or lost in these fifteen minutes of advance preparation.

2. The punctual and regular attendance of teachers is indispensable to success. The roll call of teachers should be maintained in every school. The teachers should be trained to come in advance of the scholars, or to give timely notice to the superintendent of intended absence. *Before the school begins* every teacher should be in place with his class; should see that all books, Bibles, and needed supplies are in hand; should take up the day's offering from the scholars; should note attendance in the class book; should see to the proper seating of the class; and should engage them at once in work or conversation leading up to the lesson.

3. The punctual and regular attendance of scholars may be secured in three ways: 1. By setting them a good example of invariable punctuality as officer and teacher. 2. By keeping a class record of tardiness and absence, and having a standard of honourable recognition before the school for those who attend punctually and regularly—such as "rolls of honour," public mention or bulletin from the superintendent's desk, etc. 3. By looking up every absent scholar before the next Sunday, either by personal visit or letter or inquiry, so that no member of the school shall be absent two successive Sabbaths without a personal visit from a teacher or officer of the school. There are many schools in the land in which this method is persistently and invariably used. The superintendent, for his own good, should make note every Sabbath of the absentees and follow them up, as far as it can be done.

## III. THE HOME STUDY.

A well-managed school will especially foster and develop the home study of its scholars, knowing that thirty minutes a week of class study will profit little unless supplemented by study in the home. To this end:

1. The superintendent should review every lesson at its close by questioning the scholars upon the chief points of study. The questions should be addressed to *individual scholars*, and not answered in concert by class or school.

2. The teacher should assign a week in advance to every scholar something to learn or to do in connection with next Sunday's lesson, some simple and easy requirement. He should then take time to see if the work has been done.

3. The teacher should also keep record of the good and bad lessons of each scholar during the quarter; and the school, by some fixed standard and system, should publicly honour all