

they want to ; they are captains in charge of hands, feet, etc. Sometimes try this : "Now, I'm going to see who will be good soldiers to-day and I'll be the captain." "Whoever does the quickest what I say will be the best soldiers, for 'really' soldiers do fast, fast, what their captains say." Then follow this with commands such as "Stand !" "Sit !" "Fold your hands !" etc.

Not long ago a teacher was trying in vain to get the attention of a four-year-old. At last a bright idea came. She noticed that the little girl's dress was trimmed with buttons in the front. The buttons were arranged in groups of threes. The Golden Text was, "Love one another." So she said : "Let's say it to the buttons on Maud's dress. We can say it to each bunch of buttons, for there are three buttons in each bunch, and there are just three words in the verse." So they said the verse : "Love—one—another," pointing, as each word was said, to a button. Then they said it the same way to the next group of buttons and to the whole six clusters. The little girl was all attention. And the children learned to memorize the verse that way.

The Primary teacher must remember that, if she is to win and hold the attention of these little folk, she must be a little folk herself and must fit her teaching to the size and age of her pupils.

Avening, Ont.

### On Being a Superintendent

*By a Sunday School Worker*

#### V. THE SUPERINTENDENT BEFORE THE SCHOOL

If the superintendent is not prompt, the pupils will not be. Every superintendent should be so punctual in stepping on the platform to open the School that a clock could be set by him.

And when you begin, *start!* Throw the bell into the ash barrel. Let your stepping upon the platform be the signal for instant and absolute quiet. Just your stepping upon the platform, not even the raising of your hand.

A rapidly moving programme is one of the prime secrets of good order. You cannot

have this without a carefully prepared schedule. Plan your opening as carefully as you would prepare a house. Write it all down and keep the list before you.

Speak loudly and distinctly, but not boisterously. You cannot expect the pupils to attend to what they cannot hear. A flabby voice sets the key for the entire session.

Change is another provocative of attention. A single novelty in each opening exercise will freshen it wonderfully. So important is this, that I will suggest a few variations in the common elements of the opening exercises.

The prayer may be given by the pastor or by a visitor or by a teacher. A class may read some Bible prayer in concert. The superintendent may offer a prayer, a brief sentence or clause at a time, the School repeating it after him. The School may bow their heads and read a prayer hymn in concert. The superintendent's opening prayer should always be brief, simple and earnest.

The Bible reading may be by a single class which has practised beforehand and stands in front of the School. Or, two classes may read, alternating the verses. Or, some pupil may commit the passage to memory and stand before the School and recite it. Or, the superintendent may frame a question for each verse and ask it, the School reading the verse as a reply. Or, the superintendent may read the passage in some English version that is not in the pupils' hands, bidding them note the differences.

The singing may be greatly varied. Have now the girls and now the boys sing a stanza. Have the right and left sides, or the front and back of the room, sing alternate stanzas. Have a soloist or a single class sing the stanzas, and the School the chorus. Have prayer hymns sung with bowed heads. Have martial hymns sung while marching around the room. Have thoughtful hymns read in concert before they are sung.

Vary also the giving of notices. Sometimes write them on the blackboard and let the School read them in concert. Sometimes after reading, emphasize them by asking questions about them, for the School to answer.