

every meeting. Cultivate it, if it does not exist.

Reports of previous meetings, committees, etc., observances of other Schools or meetings, new ideas, plans for coming events, etc., should be presented always in an enthusiastic way. Be brief as possible; do not allow any one to "lecture the meeting to death." Ask always for suggestions, listen to them, discuss them, and whatsoever a Teachers' Meeting decides to do, do it, yes, and with all the might possible. Planning "new things" should never cease. Develop "new thinkers," who will be able to bring in new and interesting changes.

Study what your workers need and then give suitable instruction. Secure the best possible speakers and develop your own teachers by giving them a chance to instruct.

In these days of Graded Departments, the methods used in teaching and conducting the session programme vary a great deal, and a

good plan is to divide the meeting into departments for the instruction period, the departmental superintendents being responsible for their own sections. Special plans for separate departments may be discussed in such a way as this also.

Be sure that all stiffness is removed in your Teachers' Meeting. Promote sociability always. If necessary, during the social period use acquaintance games, etc., and light refreshments might be served when the meeting is called for the evening. Always introduce new workers and visitors in a proper manner.

Have you tried a Teachers' Meeting or Workers' Conference? If you have, keep on, go ahead, make it a better one. If you have not, begin at once, remembering that every noble work is at first impossible. Push, pull and pray, because just in proportion as the work is laid upon the hearts of those who are responsible for it, the School will prosper.

Toronto

## Open Letters to a Sunday School Superintendent

LETTER NO. VIII.

Dear Superintendent :

So far, I have not been able to get to the discussion of the regular Sunday session of the School, but I am coming to that now. There are so many interesting matters in connection with this that I would like to consider, that I hardly know where to begin.

As a preliminary, I would like to know just what steps you take to promote regular attendance at the Sunday School. Few Schools have reached that happy condition in which they need no incentive but the inherent interest of the session itself. I believe that it is quite true that many little children, and not a few up to the age of ten, eleven or twelve, go to School regularly because they want to, but the time comes with most of them when they would stay away if they could, unless the incentive to go is stronger than that usually provided in the average School.

I am inclined to think that we do not give enough thought to the development of the very best incentives for attending, and it is one of these that I would like to talk over in this letter.

When children want to go to School, they usually manage to get there, so the problem is to create conditions that are worthy, that will make them want to go. Schools are sometimes tempted to have superficial attractions that mar the spirit of the whole service. These I class as unworthy.

I want to say right here that in my judgment the spirit or atmosphere of a School is one of

the important factors in making children want to come. There must be a free, spontaneous, genial spirit abroad, an atmosphere that is of the very essence of child life. In such a place, children at once feel at home and are happy. The superintendent has it largely in his power to create and preserve this atmosphere. If he is possessed of the spirit of good fellowship, if he greets the teachers pleasantly, has a word of greeting and welcome for the boys and girls whom he comes in contact with, if he also conducts the worship service in this spirit, it goes a long way towards developing the desired condition.

What a fortunate gift it is for a superintendent to be able to greet individual boys and girls by name, wherever he meets them at School, or on the street. So valuable is it as a means of winning their confidence and responsiveness that it is worth time and effort on the part of any superintendent to make himself familiar with their faces and names, so that he can do this. Many a time I have longed to possess this as a natural gift, but I have to do as many another must, seek to overcome innate deficiencies by hard work.

If the teacher follows up such a lead and develops a wholesome class spirit based on comradeship, if he is more of a friend than a teacher, who rules by love rather than by fear, then children will want to be in his class and absence from School will be a penalty.

I would not wish in any way to disparage more artificial incentives, such as diplomas,