

renowned queen, had a voice which has been compared to an instrument of many strings. Gladstone, Webster, Beecher, and other masters of assemblies were indebted for their power to their silvery and carefully trained voices hardly less than to the force of their arguments. We mistake when we think that perfect habits of speech come naturally. They can be cultivated like any other faculty or accomplishment. Ruskin insisted that "eloquence is a moral faculty and that no one is fit to be the head of a children's school who is not both by nature and attention a beautiful speaker." We can help nature in this matter marvelously.—Rev. Frank B. McAllister, in *The Westminster Teacher*.

Boys and Mission Study

Give them something to do along the line of direct missionary work. Make them feel that they have a real part in the work, and that their part is both important and necessary.

Interest them in educating a boy in one of the foreign mission fields of our denomination. Have them earn the money, and attend to remitting it at the proper time to the proper person. It doesn't cost a very large sum, and any class of bright boys can easily do it. Make a study of the School at which the boy is being educated, the location of the country, habits of the natives, religion, and so forth—anything that may be different from conditions in America. Have them feel that they are responsible for that boy's education. Impress upon them the startling difference between the boy educated, and the boy left in ignorance and superstition. Picture this idea on the blackboard—one boy climbing up, and the other boy going down. Then make it understood that it is within their power to help one boy to climb up.

Young people will often become interested in missionary study through maps, pictures of buildings, trees and animals of other countries. If possible, secure some curios of the country in which your missions are located. This seldom fails to arouse a boy's interest. It is a good plan to arrange for social meetings for studying the maps, curios and pictures.

Books on missionary subjects are a great aid. Put some one in charge of these books who has a tact for selecting subjects that will interest boys.

Try the boys on the missionary committees of the church. It is sometimes true that they will accomplish as much or more than the older members.

Have them send a box to one of the needy home mission stations. Let them find the box and see to getting it filled with proper material—books, papers, clothing, whatever

is needed. Make them responsible for addressing the box, getting it to the express office, notifying the party to whom it goes, and attending to all the details. They will very likely take far more interest in this work if they feel that they are doing it themselves. If they make a mistake, be patient and, above all things, don't twit them about it.

Encourage them to look for missionary work in your own town or city. If you find it necessary to advise against some undertaking in which they have become interested, or if you are convinced that a certain work should be done in a different way, use a liberal amount of tact in stating your ideas. Lead them to see it your way, if possible, without setting yourself flatly against their wishes. Give their ideas the same consideration you would to those of older people, and be careful not to throw a wet blanket on their efforts, no matter how imperfect they may be. Be a chum with them, encouraging and leading tactfully, and they will feel free to come to you for advice and help.—Faith Wells, in *The Pilgrim Teacher*

This Superintendent Is Voted a Success

The new superintendent is a success. As to this there is no dissent. When he was first elected to the office, some questioned. September completes his first year and there is unanimous demand for his re-election.

"Why has he succeeded?" some one asks.

Here are a few of the reasons:

He loves children.

He is good-natured.

He is always on time.

He is systematic; no details escape him.

He does not want to do everything himself.

He believes in boys, even the mischievous kind.

When he makes a mistake, he freely acknowledges it.

He is pious, but he does not talk overmuch about it.

He respects the prerogatives and rights of other officers.

He is self-reliant, but he also recognizes the value of good counsel.

He has a pleasing address, but no desire to "show off" on the platform.

He never presents a plan until he has it completely worked out and every detail set down on paper.

He insists on the necessity of a fully attended workers' conference, weekly, from September to June.

He preserves admirable balance in the School's programmes; there is never overmuch of any good thing.