

gentleness and unflinching kindness. One of her "boys" has sent her a Christmas remembrance for twenty years, and she has not seen him in all that time, for he lives in a far western State. Her "boys" are now in thirteen different States and in four foreign lands.

At the end of thirty-seven years she is still a successful teacher. Her name stands forth as that of one of the most helpful and successful teachers her Sunday School ever had. Not long ago I asked if she could tell me the secret of her success, and she said:

"I do not know that there is any great secret about it. I make it a point never to miss a Sunday excepting during the three weeks I am out of the city. I also make it a point never to go to my class unprepared to teach the lesson. I average four hours a week studying the lesson and preparing the notes I want to use when teaching it. Then I go at least twice a year to the homes of all of the members of the class. Then I have the class in my home one evening a month during nine months of the year, and I am at home to the class every Wednesday evening in the most informal way. There is rarely a Wednesday that some of them do not ring my doorbell. But most important of all, I never go to my class without first kneeling in prayer and asking God for wisdom and guidance in my work as a teacher, and I never fail to pray for my class both morning and evening. I am old-fashioned enough to believe that this is one of the great secrets of success in Sunday School teaching. Then I keep well informed regarding all that is going on in the Sunday School world. If you want my 'recipe' for doing the work of a Sunday School teacher, you have it now."—Felix Faxon, in *The Convention Teacher*

#### "I'll Do It Myself"

How many business men would hire a book-keeper and then do the work themselves, while the employe sat around waiting for "the boss" to set him to work? No expert is needed to brand such conduct as gross inefficiency. Yet I have heard men of large business interests complain that they were "poor committee men," that it was easier to do the work themselves than find some one else to do it. I have known men, and perhaps you have too, who after appointing a committee, will announce the plans of that committee without consulting the members or letting them know what the "report" of the committee is to be until they hear it from the platform.

This type of man is usually the head of a business, perhaps a small one, where all details are under his direct control. He likes to do what he likes to do, and consequently in church affairs, if he has a distaste for training

those who are to succeed him in office, he forgets the need and does as he pleases.

This man, if superintendent of a Sunday School, may make an apparently successful School. But when he retires who will take his place? The teachers work through loyalty to him and the church, not because they have a part in the running of the School. To all intents the School is a benevolent despotism with the superintendent on the throne.

Often there is a tendency for School officers to assume that because they are at the head they do not need the active help of those who in five years may be the leaders. In business, men are constantly being trained to take the job of the man next higher up. Many of the larger firms have definite plans whereby there is always a man who can fill some other place in the organization than his own. There is never a vacant desk. If one man falls ill, the work automatically is assumed by the man who has been trained for just such an emergency.

The cooperative spirit has still a long way to go to permeate all activities of church work, but the best work will never be accomplished until it does. To have an active part in the control of an organization in which one is interested is a sure way to tie his interest still more securely. Those Sunday Schools in which the element of cooperation has been most highly developed are the ones in which the greatest success is usually registered.—Herbert H. Smith, in *The Continent*

#### The Gospel of Play

Within the last generation the world has received a new gospel, the gospel of play. Men from the beginning have played when they could, but play in past ages was from impulse. Men now play not from impulse, but because science teaches that play is part of man's duty. All work and no play is not according to the intentions of the God who created the human body.—Dr. Charles E. Jefferson, in *Forefathers' Day Sermons*

#### The Teacher's Voice

The charm of a pleasant voice in our teaching work can hardly be overestimated. It is one of those elements of success that are so subtle as not always to be appreciated. Long ago the Greeks, according to a close student of their life and literature, "set it down as an axiom that a loud or harsh voice betokened bad breeding, and that, contrariwise, nothing attracts more at first hearing than a soft, sweet tone of voice, which is to be classed with personal beauty, disposing every one to favor the speaker, and listen to him or her with sympathy and attention." Besides a variety of other accomplishments, Cleopatra, Egypt's