

of schools. This course includes memorizing the names of the Books of the Bible, the Commandments, the Beatitudes, and other special portions of scripture, Questions from the Catechism, Church Hymns, Bible History, Geography and Institutions. This is not intended to interfere, in any way, with the regular International Lesson, but, as its name implies, is supplementary to it, and occupies only ten minutes of time each Sunday. A very complete series of Certificates and Diplomas has been prepared, the plan providing the best possible system of grading.

Our papers and periodicals have had not a little to do with the interest which has been maintained in our Sunday Schools. From year to year their field of usefulness has expanded, until we now have a combined circulation of 380,000 copies.

With so many papers going into the schools, as might be expected the libraries have not quite held their own. In many places, however, the library still maintains its popularity. In order to guard against the introduction of objectionable books, a catalogue has recently been prepared by a committee of Toronto librarians and superintendents, who have placed on the list only books which had been read by some members of the committee, and which were known to be suitable for the purpose intended. It is expected that this will prove of great service to committees in purchasing S.S. libraries.

Toronto

The Superintendent Outside the Sabbath School

By J. C. Linklater

The Superintendent is more than a presiding officer, whose duties and responsibilities begin and end with the Sabbath School session. He has duties and responsibilities outside of the school greater even than those which belong to the actual work of the session.

The preparation of a programme for each Sunday is a matter requiring considerable time and thought. It cannot be done in five or ten minutes before school opens. There are three fundamental principles to be observed in framing a programme : (1) *Adapta-*

tion. A programme which admirably suits one school may be entirely unsuited to another. It is the duty of the superintendent to study the conditions of his school, and frame a programme to fit these conditions.

(2) *Interest*. Two questions must be kept in mind in preparing the programme : First, What are the points of intrinsic interest, especially to the children, in this hymn, this scripture reading, this lesson, this mission topic, etc. ? Secondly, How can I present each of these so as to arouse and maintain the interest of the school, especially of the children ? To these questions might be added a third, What permanent interests are likely to be strengthened by this programme, and by my method of presenting it ?

(3) *Unity*. One dominant thought should run through the whole programme. The superintendent should study the lesson until this thought stands out with daylight clearness in his own mind, and then he must study how he will work it into the minds of the school in the actual work of the session.

A live superintendent will utilize the teachers' meeting to the fullest extent in initiating and perfecting his plans for more efficient work. It is his duty to give teachers all the help in his power. He may not be a trained teacher, able to offer professional advice, but he can give what is of far greater value, sympathetic, common-sense counsel and encouragement. Again, the superintendent is responsible for the organization of the school, a matter of vital importance, which must be dealt with almost wholly outside of the school.

Besides these regular and periodical duties, there are others of an occasional character, which call for earnest and prayerful action outside of the school. For example, it is the superintendent's duty to keep his eye upon the field and take the initiative in adopting and promoting any forward movement, which, in his judgment, would increase the efficiency of the school. Realizing the value of personal effort, he should be on the alert to grasp every opportunity of coming into close touch with the scholars, in order that he may co-operate with the teachers in winning them for Christ. Sick members of the school should be visited promptly, and