

How the Scholars Can Help Their Teacher

(In our May number we offered a handsome book prize to the boy or girl under sixteen who sent in the best article of 500 words or under on this subject. We are pleased to give the essay of Miss H. Emery, 14 Carlton St., Toronto, which was awarded the prize.—Ed.)

The way of most vital importance is, of course, to be present. Every scholar enrolled in the class should be present each Sunday when possible, and thus give the teacher a chance. Then the whole school might be present and go home without knowing any lesson if there were bad attention; so there is no use in being present if attention be not perfect. If the lessons were not looked over before leaving home, it is rather disconcerting to the teacher to have to teach where there is no foundation.

To show they are paying attention, they should try their best to answer the questions, and the more one answers the better able are they to answer next time.

Scholars should each endeavor to visit another member during the week, urging him to come to Sunday School the following Sunday. All should try to live up to the lesson of the week and prove to their teacher that she is accomplishing something for her labor.

If everyone were enthusiastic over the work, instead of calmly indifferent and careless, the teacher would be delighted with her class and be happy in teaching it.

It is also a good plan to learn a few verses for each Sunday, but still better, to remember. This is convenient in reviews of past lessons or when there is any dispute about them. It will please the teacher to know that her scholar remembers the verses. But that is not the only reason for learning them, for in so doing one lays up for himself a Scriptural foundation which may one day keep him from yielding to a temptation and which may be a comfort in time of trouble.

Of course, it is unnecessary to mention common courtesy to the teacher, but if she be not thoroughly capable it will help her more than one can know to be polite and try to show her that her incapability is not noticed.

It will please her to see the scholars joining heartily in the hymns, responsive reading and prayers, and perhaps inspire her for her lesson. They can help her considerably by praying for her during the week, that she may be successful in her work and class. There are many, many ways of helping, and if they were all carried out, every class would be a model.

Ideal Superintendents

In our May number we gave thirteen detailed statements from as many ministers as to why they liked their S. S. Superintendents, and asked our readers to say which one of these most nearly conformed to their thought of an ideal Superintendent. A. L. Fuller, Lennoxville, Que., received "How to conduct a Sunday School" for the best reply. He says: "He has given nearly thirty years' faithful service, a most thorough student of Sunday School lessons, conversant with the most up-to-date methods, above all things taking a deep spiritual interest, both individual and collective, in the work."

This, I think, most fully expresses the qualities of an ideal Superintendent.

We are told that he possesses the deep spirituality, without which all

Books of The Bible
T. W. SANDERSON

other qualities lack the vital spark which makes them valuable in the Sunday School.

The principal reason of choosing this one is because, in the statement "thirty years' faithful service" we have positive proof that he possesses the necessary qualities to successfully lead his school along through storms and discouragements which are sure to come in thirty years—as well as in its more pleasant days of success.

To adapt an old adage, the proof of the successful superintendent is his superintending of thirty years.

In a few words, he is persistent, patient, persevering, earnest, up-to-date, methodical, and, finally, a student, sympathetic and spiritual.

Making the New Superintendent Out of the Old Unliked One

To the same gentleman must be sent a copy of "A Model Superintendent," for the best way to make over the old Superintendent, whose case we cited on p. 99 of the May issue.

He says:

He should visit a few schools where things are bright, snappy, systematic, well organized and disciplined. This would incite him to do likewise.

He should study and adapt up-to-date methods to his school.

But he will find it very difficult to get out of the rut alone, so perhaps he will need a new pastor.

A kind, sympathetic, patient, tactful,

energetic pastor should be able to indicate to him, without telling him where he failed. He might suggest programs for the Sunday School session, with exact time for each item. In order to train others for Sunday School work, get him to have some one else make the prayer; get his assistants to take charge of the school frequently; and, if the indirect method fails, tell him directly, but kindly, his faults. Possibly a new Superintendent may be imperative. But certainly a more earnest, hearty, honest, loving, spiritual bond of interest between pastor and superintendent will tend to improve both. More of Christ in the heart and more life in head and body will improve the Superintendent, possibly pastor too.

The Sault Ste. Marie District was favored with the services of both the District S. S. Secretary and Rev. A. P. Brace, B.D., the Toronto Conference S. S. Secretary, at a series of Institutes during the early part of May. A succession of meetings were held, and increased attention and interest were aroused in Sunday School and Young People's work. Such District visitation, especially in the newer sections, is of great value in stimulating the workers and developing the work, and should be made general.

When all your League officers are subscribers to the Era, write the Editor and get your name on the Honor Roll.

"Gossip means putting two and two together and making five of them."