

chism as well, and have received the diploma awarded for this.

The Teacher Training Class can report fourteen certificates for the First Standard Course. One student has completed this Course and received the diploma. Six certificates in the Advanced Course have also been obtained. It is expected that all the teachers, at least, will complete the two courses this year.

The scholars are reading the Bible on their own account, twelve of them being members of the Pocket Testament League. Our own Lesson Helps and Illustrated Papers are in use in all the departments of the School. The Graded Lessons will be introduced into the Primary Department next year. JEWELS, THE KING'S OWN and EAST AND WEST are all eagerly read. The Rally Day offering at this one point was \$6.65.

This is a really remarkable record for a small rural School; but then the motto of the workers is, "Whatever man dares, we can do."

On Being a Superintendent

By a Sunday School Worker

VI. THE SUPERINTENDENT PLANNING HIS WORK

How many Sunday School Superintendents, on taking office, consider carefully what they wish to accomplish, rejecting this aim, accepting that, and setting down on paper an ordinary list of goals? Then how many arrange these goals in the order in which they are to be taken up and achieved? And how many, for the pursuit of each goal, lay down a definite schedule of endeavor? It is safe to answer, Very, very few.

Yet all this is merely being businesslike regarding the king's business. All this is merely doing, with regard to these vastly important interests of eternity, what any level-headed merchant would do in carrying on his secular operations. The men of the world are often wiser than the children of light.

Manifestly, if a superintendent is to plan his work, he must first know what needs to be done, and the initial task of a superintendent is to take a spiritual inventory of his

School. This must be done negatively and positively: What is wrong with it, that must be righted? What that is good must be added to it? He will put these down in black and white.

His list of what is wrong may read like this: 1. Lack of promptness in beginning. 2. Irregular attendance. 3. Lifeless singing. 4. Inattention and disorder during the general exercises. 5. Lack of substitute teachers. 6. Poor collections. 7. No teachers' meeting. 8. Some inefficient teachers. 9. Languid adult department. Other faults may develop later, but these are apparent at the start, and surely these are enough.

The superintendent's positive list of advance steps he would like the School to take would be somewhat as follows: 1. Regular monthly cabinet meetings. 2. Three Sunday School concerts a year. 3. A Sunday School choir. 4. Establishment of the class envelope system. 5. Written examinations of the pupils once a month, or at least once a Quarter. The superintendent will, of course, come to cherish additional aims, but these will certainly occupy him for some time.

The superintendent will also plan his cabinet meeting. During the month he has been jotting down the items on which he wishes to consult the officers and teachers. Before the meeting he will copy his list, arranging the items in the exact order in which he will introduce them, grouping together the matters that are related, and making sure that points of chief importance shall be placed near the opening, and so given ample time. Cabinet meetings are a weariness that do not move swiftly from subject to subject under the guidance of a director who knows just where he wishes to go.

The work for each week between sessions will be laid out by our methodical superintendent: the calls he is to make on the sick and the absentees, teachers and pupils; the telephone conversations he is to hold; material he is to buy for the School; all arrangements he is to make for the carrying out of his plans for the School.

A notebook containing all these plans will be the inseparable companion of the wise superintendent. One part of the notebook will be devoted to plans for the School ses-