

proceeding for it has so far had but one practical effect—that spoken of above, of increasing and spreading the practice.

The spectacle of a public game of any kind is immoral in itself, and has a demoralizing effect, in that it lessens the respect for the day and gradually extinguishes it altogether, this applying not only to participants but spectators as well, and it draws away those who otherwise might engage in more commendable exercises or in proper rest. It is all wrong and ought to be stopped.

PEARY'S POLAR EXPEDITION.

THE latest Polar expedition was that of Lieut. Robert E. Peary, which sailed on the steamer "Kite" from Brooklyn on the 6th of June last year. The novelty of the case was the presence of the lieutenant's wife, who constituted one of the party, she being the first white woman to undertake the perils and hardships of the Arctic latitudes. Besides her there were a full crew and the members of the North Greenland Exploring Expedition of the Academy of Science. These were all landed on the east shore of McCormick's bay, only some 700 miles from the Pole (it being latitude 77 deg. and 45 min.) on July 27 following. The lieutenant and his party all disembarked at this point and built themselves a house to live in, as a sort of nucleus for further movements, and the "Kite," bearing its crew and the Academy party, returned home, leaving the explorers with sixteen months provisions and seven tons of coal, besides plenty of kerosene and alcohol.

There are generally two phases to an Arctic expedition, and this one was no exception to the rule; they consist of the expedition proper, followed within a more or less limited time by a relief expedition. The latter phase of the Peary exploit is to leave Philadelphia on Saturday next on the steamship "Mirand" for St. Johns, N. F., from which point the "Kite" will sail on July 22, bound for the point where the lieutenant was left.

An item of general interest concerning the party comes from Philadelphia, in a dispatch dated the 16th, and published in the New York World of the following day. It says that a man giving the name of S. S. Brandt had reached that city from New York a day or so before, claiming to have recently arrived on the steamship "Grenada," which had just finished a trip to Greenland. Brandt said that ninety days ago the ship was ice-bound in the Arctic regions and while there smoke was discovered some distance away. The captain of the "Grenada" with one of his officers sledged to the point and upon returning said it was inhabited by Lieut. Peary and his party of explorers. All were well. Mrs. Peary had left for Denmark three months before on a whaling vessel. The naval pay officer says Brandt seemingly told a straightforward story and was thoroughly conversant with polar geography.

We suppose these "dashes for the Pole" will go on in the future as they have in the past, and, in the absence of some presently unknown agency of

science or nature, or Providence, will result similarly—the objective point will not be reached and some if not all of those who undertake the task will fall by the way and be seen no more with mortal eyes.

DR. MAESER'S LECTURE.

My Brethren and Sisters:—As last evening, so to-night, I trust I shall have the assistance of your faith and prayers to guide me in my remarks.

First, grading: As already stated in a previous lecture, there are three (or more, as the circumstances of school may require) departments in the Sunday school, a primary, an intermediate and a theological. These departments consist of pupils arranged in the main according to some standard of classification. The process of finding out the proper place for each pupil, and arranging the whole work of the Sunday school in such a way as to enable the pupils to progress by a logical succession of studies to become familiar with the plan of salvation—is called grading. This part of the work corresponds with the design of the architect, the principles of a lawgiver, the plans of a statesman, and constitutes the masterpiece of teaching. The way the grading is done shows either a master-hand or a bungling man. It calls for the exercise of wisdom, discernment and experience on the part of the superintendent and his assistants, and should be undertaken only with the consultation of the respective teachers, for no one has a monopoly of truth. And every superintendent as well as principal of any school, or any wise ruler, should always endeavor to avail himself of the best counsel and advice obtainable from every source. There is still another motive or reason why the superintendent should consult with his associates, i. e., no superintendent is immortal; he is not placed there forever; and his aim should be to train his associates to conduct and qualify them for the same work which he is now called upon to perform. Give them a chance to express their views, interchange ideas, so that at any time he should be called to another vocation or duty, or be temporarily absent, there will be found those in the school prepared to go right on in the same line understandingly and intelligently.

Second. This means also establishes a confidence and love in the superintendent by his co-workers, for his wisdom and good judgment in recognizing their services. Anything flavored with arbitrary or despotic rule always counteracts the best efforts made, though such disposition of authority may mean well.

If once started right one half of the success of the work is secured, but if serious mistakes are made in starting the whole work may be spoiled.

Third. Some superintendents have attempted to grade exclusively according to age, while some, disregarding all conditions of age, considered only mental attainments, and others again left it to the choice of the pupils. These modes of procedure having proved unsatisfactory, however, in many cases, some superintendents have given up bothering themselves any

longer on, this point and let things shape themselves as best they could. This last named course has led in many cases to a very deplorable state of confusion, dissatisfaction, insufficiency, and threatens the decay of the whole school.

The greatest care and good judgment should be used in grading, and a love for learning instead of a distaste should be cultivated. The geographical, social, intellectual, moral and spiritual conditions of our communities are subject to such varieties as make it impossible to formulate a universal standard of grading applicable to all schools; that is impossible. You cannot make a shoe to fit all feet, but a few suggestions may not come amiss, in order to guide our co-laborers in this all-important part of their work. It is suggested, therefore, that every new pupil, on entering, should be referred to the head teacher of the department to which his age would naturally assign him—to the primary about to the age of 10; to the intermediate to the age of 16 about, and older ones to the theological. But this may be subject to a great many modifications, especially between the ages of 10, 12 and 14 years. Their previous preparation may have advanced them to enter a higher department than their age would naturally suggest, or, on the other hand, their want of any kind of previous training may necessitate their being assigned to a lower grade.

The head teacher of the respective departments should find out of the new comers if they are capable of entering into one of the existing classes in his department. It is the head teacher's of the respective departments—not the superintendent's—business to find out the capabilities of the "new comers," whether they are able to enter this department or go to some other. One, two or three leading questions will suffice to form an idea of the ability of such pupil; this is left to the good judgment of the head teacher. The student should then be registered accordingly.

Here another important matter presents itself to my mind. There should always be a teacher at the door to welcome the students on Sunday morning, to give them a kindly welcome, a "good morning," a "How are you and the folks?" etc., so all who enter feel welcome and at home, not as is often the case with strangers entering Sunday school, left to themselves entirely—not recognized at all.

There are two kinds of children we have to deal with in Sunday school, i. e., one kind that grows up in an atmosphere of love, tenderness, where kind words, gentle and tender care and loving hands are always seen and heard. Their nature shows it by their sweet smile and ways. It is natural for such to captivate the teacher, ingratiate themselves into the good wishes and graces of all. But there is another class of children, and in their behalf I plead before you teachers and superintendents—I have seen them by the hundreds; this class are starving for love, for a kind word, a loving expression. The atmosphere in which they have grown up is cold, chilly—many times unpleasant. There is no one at home who gives them a kind word. These are like the flowers that grow up in the cellar, where the rays