

for a term or more, and all classes should work to it; and as he gets more experience he may lay plans for the future of the school. He must be thoroughly familiar with the school in all its ramifications. It is not the place of the superintendent to go and build fires, carry coal, etc., when others are around; he has enough to do in directing the whole school. It is a mistake to do these things. A leader teaches others how to do things right. He should cultivate the spirit of public responsibility and public duty. He should call boys to act as deacons, to do all little errands and have them where he can put his hands on them at a moment's notice. Where the superintendent does all the little work in the Sunday school there is no order. Some one is not doing his duty. Some one does not understand his duty. Where there is confusion in the school, somebody is neglecting his duty. And all should be taught their duty and fulfill it. The deacons should keep order. If any one whispers in the room or makes a noise, it is the duty of that deacon to go to such person and ask him to be still. It is his duty; he is acting within the province of his calling; he is acting in the range of his Priesthood. He should understand public responsibility. The superintendent should also divide his work among his assistants. If the superintendent is busy, one of the assistants should take up the labor of general supervision and go on with it in the meantime; for whatever I have said of the duties of the superintendent also applies to the assistant superintendents. They must be at their post ready to do as the superintendent may wish. If any teacher or officer is absent a legitimate excuse in writing should be requested, to take the place of their presence.

The superintendent should always have a kind word, an encouraging look for his teachers and scholars, for they are extremely sensitive. They should visit the classes and exhort all to be diligent, suggest ideas and encourage the children. They should tell the children how glad they are to see them at school, how well they have recited their lesson, or read, or how well they spoke, etc. "Now, sister or brother, you have done splendidly; I was delighted with the way you conducted that exercise or the way you spoke or read, or what it may be. That person will do better next time." Everyone likes a little encouragement, a kind word, a gentle smile, a "now that's right," "you are doing well," and so on. This is the duty of the superintendent and assistants.

The "Guide" furnishes excellent suggestions regarding the duties of this officer, and to those instructions I simply wish to add. In reading minutes, only about three out of ten persons read them as they should be. There is no need to be too loud; good reading lies not alone in the strength of the voice, but rather in the execution of distinct consonants rather than the vowels. Many, in reading, seem to pronounce all vowels. A secretary should read steadily aloud, speaking every syllable distinctly and clearly, the prefixes as well as the affixes, the last syllable as well as the first.

Again, the secretary should always

attach his signature to the recorded minutes. Never neglect this, because in time to come we may want to know who is responsible for the things contained in those minutes.

The librarians of today are doing excellent work. They should classify their books, keep them in proper order, have little boys and girls to distribute them to the different classes and return them to the librarian. He should study his duty, keep posted in regard to the books needed and suggest to the superintendent any needs in his department. He should be able to give any information concerning library matters. At the teachers' meeting he should always make a report of the condition and needs of his department.

Our singing in the Sunday school is one of the most pleasing features. We have leaders, generally, today, who take a pride in their work, and sit in among the schools is progressing finely. I do not feel competent to criticize in this department.

The head teachers hold the key to their department, and should study and be thoroughly posted in regard to all going on in the class. He should suggest this change or that addition, "This girl is capable of entering a higher department; or that boy is not capable of remaining in this class, etc." In making corrections of the other teachers, he should always do it privately, never before the pupils. He should have brief meetings with his fellow teachers to talk over the needs of his department.

There are three characteristics which every religious instructor should possess, and in the proportion as he lacks in any one, two or more of these, his efficiency is impaired. First he must have a knowledge of the subject which he is to deal with. Not alone the bare subject, but a great many others which have a bearing and which may arise. His range of vision must reach farther than the one he is presenting. He must be like the man selling apples—have a large assortment from which to select; then he will have something for all the students. The second characteristic is sincerity. Sincerity comes from the heart. Fine rhetoric, choice words, beautiful figures of speech and oily language cannot be a substitute for sincerity. It must have the true, genuine ring of the metal in it; and no one understands it quicker and has a keener sense of sincerity than innocent little children. Instinctively they feel that that kind word either comes from the heart, or from the lips merely. There is something tells them if it is not genuine. The genuine teacher speaks to the heart and never misses the responsive chord. He always brings the hammer down fairly on the nail—it is the heart that speaks. There is a law that every kind of spirit hegets only its own kind, speaks only to its kind. If you were to go in the shop of an instrument maker, there might be many kinds of instruments hanging on the wall and around in the room; you strike a note, say of a violin; there may be ever so many other instruments ready to receive a touch, but the responsive chord comes only from the violin and reverberates the sound of that instrument, while the rest of the instruments are perfectly silent. This

is a physical law, and it is the same in the spiritual world. If you are sincere in what you say to those beautiful intelligences before you, you will strike a responsive chord in their hearts and it will reverberate the sound to the enlivening to action. Their innocent and pure vibrations will respond to the sincerity of your immortal soul.

The example of a religious teacher should be consistent and always on the increase for good. He cannot get up an example for the occasion. It must be every day in the week, month, year. He cannot put on a sanctimonious face and speak with an oily tongue today, and tomorrow commit some deed unworthy of a teacher. His example should bear out every word he speaks—it is far reaching in its results. It may be impressed upon the little mind for eternity; therefore, it should be the best and noblest possible to set before the young.

It is a glorious purpose the Sunday school missionaries have undertaken. They go forth among the Sunday schools, carrying the experience they gain from time to time and give other schools the benefit of it. They go as teachers, offering suggestions, giving encouragement and teaching principles. They should not be too exact and lay the "plummet to the line." Their momentum sometimes carries them beyond the bounds of good judgment and wisdom, but it is for the want of experience. They should always be faithful to their appointments. If they accept of an appointment they should do all in their power to fulfill it. Everything else must bend to it. Disappointment must be out of the question. Never disappoint children; always do as you agree with them. Gain their confidence as missionaries; and when they hear of a missionary coming to visit their schools they have such confidence. Don't break this confidence, but strengthen it. This is the kind of man a missionary should be—true to his promise. When they go in a Sunday school they should walk right up to the stand and report themselves as missionaries, find out all they can about the school and give encouragement. Never find fault.

The Teachers' meetings are a very important feature of the schools. They should be held regularly whether weekly, semi-weekly or monthly, as the circumstances of the school may demand. At these meetings a strict roll call should be had and any absent teacher should have his written excuse. There should always be three reports expected from every teacher at such meetings and I have classified them under three "B's."

First—I would expect a report on the Statistics of the class, how many present, how many absent, how many newcomers and how many left school.

Second—The Studies pursued, the plan laid out, how it is working, whether too hard or too easy, whether more or less can be given; any suggestions regarding text books or the way of using them, whether you would recommend a change of books or not, etc.

Third—Students—how they deport themselves, whether refractory, whether any are capable of going into higher grades or deposited to lower.

Concerning these three items every