

to the class regretting our unavoidable absence. This will lead pupils to see the importance we attach to regularity.

4. Closely allied to regularity is punctuality. This, again, is taught best by example. The teacher who seems to make it a point to get in during the opening service, or, perhaps, when it is over, will soon find the greater number of his class doing likewise, and we cannot wonder that is so. Then, again, the thoughts of those who were in time may have been led away into mischievous channels, and it may take the whole hour to bring them back again. How much better it would have been had the teacher come a few minutes before the opening of school, so that his presence might have had a restraining influence upon his class.

5. No one will deny that preparation is one of the most important parts of a teacher's work. Thorough preparation involves a great deal more than appears on the surface. I was told of a Sunday-school teacher who always read over on Sunday evening the lesson to be taught the following Sunday. This he did each day, until he had learnt the whole passage by heart. After this he was continually on the watch for illustrations connected with the subject to be taught, and was also studying out geographical or historical references until by Sunday he was familiar with the subject in all its bearings.

But the preparation of the lesson is not all. The teacher must be a student of child life. He must bring himself to the child's level, and try to be interested in what interests the child. He must, for the time being, put himself in the child's place. Then only will that bond of sympathy be established between the teacher and his pupils without which no effective teaching can be done.

We can all remember very well how different things looked to us in our childhood's days from what they do now, and we will have more sympathy with the little restless hands and feet when we think how irksome it was for us to sit still for an hour in the days gone by.

We must never forget to make a personal application of every lesson.

No matter what part of the Bible the lesson is taken from it should never be ended without Christ being lifted up before the children, not as the Saviour of the world only, but as the Saviour of each individual boy or girl in the class. We must always remember that our great object is the training of the spiritual nature of the child. As thirty hours each week have been devoted to his intellectual training we can very well, for one hour, leave it to take care of itself.

6. Another requisite for the true teacher is love and sympathy for his pupils. Some of them get very little kindness in their homes or anywhere else. Many of them are not lovable children, I admit, yet often, down in the heart of our roughest boy, there is a God-given spark which needs only the touch of a loving hand to kindle it into such a flame as will never die out.

Then it would be well for us to come into personal contact with our pupils. We should get to know them intimately. Here the teacher in our public schools has the advantage over the Sunday-school teacher, as he has them a much longer time in his charge and has more opportunities of studying their characters. However, we should make opportunities. Occasionally a teacher might invite his class to his home. Even while walking along the street we sometimes come across one of our boys going in the same direction. By a few pleasant words we can get him to speak of things that interest him, and it is often surprising to find that a boy whom you have pronounced stupid or dull shows by his conversation that he does more thinking than one has given him credit for. We might also call at the homes of our pupils, or, as they are often not at home, we might send them notes, addressed to themselves, which would show them that we take a real interest in their welfare.

7. Above all, prayer should enter into this work as into all other work for God. The best teacher will be the praying teacher. We should pray that God will not only give us knowledge and understanding to impart instruction, but that He will also prepare the hearts of our pupils to receive it. We should talk to

God about each child individually, mentioning his peculiarities and asking for guidance as to the best way of dealing with him.

In conclusion, I would say, Never be discouraged. We may often have uphill work, and may seem not to be accomplishing very much, but we may safely leave the results in God's hands, and in His own time He will permit us to see some we have never dreamed of.

MODERN MARTYRS.

Armenian women value virtue and religious faith above all things. When death has been offered as a penalty for adherence to Christianity, few Armenian women have refused it. In every massacre in Turkey the wretched, panic-stricken Armenians have been given their choice between Mohammedanism and death. Last year's fifty thousand dead speak with mute lips of unquenchable faith in Christ. In the massacre at Kharput the fugitives filled a large Armenian church. The venerable pastor, whose son I know well, exhorted them to remain steadfast in their faith, even unto death. The despairing creatures were brought out and told to choose between Mohammed and death. They chose death. One after another, the pastor first, they were asked, "Will you accept Mohammed?" As each one unfalteringly answered "No!" the executioner's sword fell. Not one wavered in this modern-day martyrdom for Christ. No saintly martyr of any race, who has died for the faith in any age of the world, could do more than that.

It is idle to ask why the Armenian men do not resist the pollution of their women. The bones of thousands who did resist are scattered from the Black Sea to Arabia, and from the Dardanelles to Persia. —*Parish Visitor.*

We have no tears Thou wilt not dry;
We have no wounds Thou wilt not heal;
No sorrows pierce our human hearts
That Thou, dear Saviour, dost not feel!

Thy pity like the dew distills,
And Thy compassion, like the light,
Our every morning overfills,
And crowns with stars our every night.
—*Starlight.*