

(4) An acquaintance with the manners and customs of Eastern lands. Give illustrations.

(5) A knowledge of the natural history of the Bible.

V. A Sabbath School Teacher should always be a learner.—As soon as a teacher ceases to be a systematic student, he ceases to be an effective teacher. Pupils should not be asked to drink from a stagnant pool, but from a living fountain.

VI. Patience and self-control are of prime importance in the Sabbath School Teacher.—In order to control and influence others we must first be able to control ourselves.

VII. A teacher must know the nature of childhood and be able and ready to sympathize with child-nature.—A Sabbath School teacher should know the nature of the faculties which he is to develop and train, and the order in which these faculties are developed. The wisest training will be directed to these powers that are conspicuously active at the time.

VIII. The Sabbath School Teacher should possess an agreeable manner and a cheerful disposition.—To many a pupil his teacher is the representative and embodiment of what a Christian ought to be, and if that teacher is of a fault-finding, sad and whining disposition, the pupil will naturally think that Christianity is not that joyous and beautiful thing that it is represented to be.

IX. Earnestness is a powerful factor in making a successful Sabbath School Teacher.—If we wish to impress others, one of the first requisites is to be ourselves interested. That which we know and greatly care about we very soon learn to impart, but that which we know and do not care about we will soon cease to know at all. We must feel deeply what we wish others to feel.

X. And, lastly, Hopefulness is by no means the least important of the characteristics of the Sabbath School Teacher.—The teacher should remember that he is doing God's work, and that God has never proved unfaithful, but has always owned and blessed every work done for him. The blessing may not always come when and in the manner we expect, but that it will come there is no doubt.

IMAGINARY TRAVELLING.

This was a plan which we used in our teachers' meeting, (and had been used by others), to add to the profit and interest of that meeting. It should not interfere with nor shorten the time devoted to the lesson study.

About twenty of our teachers took an imaginary tour through the Holy Land, and it was the duty of the company to send a letter each week back to the teachers who remained at home and it was to be read in the teachers' meeting. They took turns in writing. These letters were read at the close of the meeting and created intense interest. They were intended to help us in the lesson work also.

The first letter was from New York and recounted the events of the journey to that point, and described the Olivet Sunday School, which they all visited on the Sunday before sailing. The next letter was mailed at Queenstown, and described the voyage, and I think, the Sunday services and teachers' meeting held in mid-ocean. We were next favored with a letter from the Island of Malta. It gave an admirable description of that Island, and told of an hour they spent seated on the coast of St. Paul's Bay studying the account of Paul's shipwreck. Then Joppa, Jerusalem, Bethlehem, Nazareth, Mt. Carmel and many other places were heard from. Each person knew several weeks beforehand where he was to write from, and much research was made looking up interesting material for the letters. We learned more of Geography and Oriental Customs than we had ever known. The members in attendance at the meetings increased week by week, and some not teachers, came in to hear the letters.

On arriving at Philadelphia on the return trip the party divided. One party went to Washington City to visit the Calvary Baptist Sunday School, and thence to Augusta, Ga., to examine the "Maray Telfair" Sunday School Building, and came home via Cincinnati visiting the great Union Bethel School numbering about 3,000 members.

The other part of the company paid a visit to John Wanamaker's school, they went to Wilkesbarre to see the First Methodist Episcopal School, and stopped on the way to visit Hon. Lewis Miller's famous school at Akron.

Letters from all these places described the buildings as well as the schools themselves. So real did the trip seem to us that we talked of it as if it were a reality. Many people hearing it spoken of, got the idea that it was a real trip, and more than once was the writer accosted by friends upon the street, who asked when he returned from his Palestine trip. One city paper announced as a fact that "Marion Lawrence" had taken a company of his teachers for a tour to the Holy Land, etc." Of course all who knew about it knew it was all imaginary. It took about four months to get around, but it was most pleasurable, and will never be forgotten by our teachers.—*International Evangel.*