

wore a looking-glass crown. He had done his Sunday-school teaching, I had always feared, for the praise of men, to be seen of them. His attitude, his pompous words and gestures, irresistibly suggested to me always the posturing of an actor before a looking-glass. And so his crown was all a mirror—clear, bright, beautiful, but mirroring a looking-glass soul.

And now, closing the long procession, who are these I see? A thrice-blessed band, to me ever sacred. There is the cheery little matron whose brisk kindness gave charm to my introduction into Sunday-school life. There is the quiet and low-voiced lady whose gentle teachings carried me many a step toward my Saviour. There is the thoughtful and saintly woman whose prayers for the school-boy went up, I know, night and morning; whose urgings were so earnest, brave, and wise. And there is the noble-hearted man, familiar with a young collegian's perplexities, sympathetic as a woman, trustful as a hero, strong and uplifting in word and friendly deed. I see them all, and from their glorified heads a wonder shining, a crown of light, beautiful as the love-gleam from a mother's eye. And every one of the crowding star-points of those crowns is for a life won to the happy service of the Master.

As I gazed with tear-dimmed eyes at the dear vision, an angel stood at my side and asked me, "What are all these thou hast seen?" "Forms," I answered, "of Christ's teachers I have met; of my own teachers, these last, all crowned as they have taught," "Yes," answered the angel, "but you have seen more than that. You have seen among them the crown you yourself will wear when your teaching-days are over. Which shall it be?"—*Amos R. Wells, in Sunday-School Success.*

THE TEACHER OF 1898.

The Sunday-school teacher of this year must needs be the best Sunday-school teacher that the world has yet seen. Of course, the teacher of 1899 will be better still, but the time has not yet come for him. God has a hand in the matter, and with God the last is always the best.

Let us take note of some of the points wherein the teacher of 1898 is going to excel his predecessors.

1. He will know God better.—By knowing I mean knowing in the biblical sense, the Johannine sense. It means experimental knowledge; not the ability to discourse profoundly about the Trinity, not a theological, hearsay knowledge about God, but the knowledge that comes from being one with him, sharing his likes and dislikes, his patience, his endeavors and ideals.

Being imitators of God as dear children, we are to be as untiring as he is, and in every other way to manifest oneness of character with him. No one can teach about God who does not know God, know him in this real, personal, practical way. The teacher of 1898 is going to be more than ever before in the history of the church an expert in the knowledge of God.

2. He will know the Bible better. Aware as he is that the Bible is a translation out of foreign languages, he will not be satisfied to use any but the best translation available. Hence the Revised Version will receive more attention at his hands than ever before, and he will discover important matters in it that he was not aware of in 1897.

But I pass on to a third matter, for it is on this particularly that I wish to dwell.

3. He will know his scholars better.—It was because Jesus knew what was in a man that he was the supreme teacher. Because of this knowledge he made abundant use of anecdotes and illustration. As a matter of fact, and surely this hint should be sufficient for the wide-awake teacher, of all the words that Jesus uttered, enough to fill many volumes, there have been preserved to us only a few pages, and these are mostly the anecdotes and illustrations; for Jesus knew well that "truth embodied in a tale will enter in at lowly doors."

So it is that the Sunday-school teacher of this year will know better than ever before what is in children, what is in boys and girls. He will understand them better, sympathize with them more.

The remembrance of the fact that we ourselves at no such very distant period were boys or girls should facilitate matters.

The irate old gentleman had forgotten this who said to his son: "I can't imagine where you learn such manners. You don't see me sliding the balusters and turning somersaults in the hall." That day-school teacher was