

breadth. At the bottom you find the natural rock levelled and cemented. Where the water came from to supply it used to be a matter of conjecture, but it is now known to be connected with the Upper Pool of Gihon by a small aqueduct.

There have been many great rock-cut reservoirs already discovered under the Temple area, and channels, cut through the solid rock with infinite patience and care, connecting them with the Fountain of the Virgin, where it is said the mother of Jesus came to wash her clothing, or with Bethesda, where Jesus healed the sick man; and doubtless all these mysterious pools were supplied in like manner. One thing is sure: no city in the world ever had such perfect arrangements for a supply of water as ancient Jerusalem. So we need not wonder that the holy men who gave us the Bible spoke so often of living waters—of the wells of salvation. It was only natural that Ezekiel should write of the wonderful stream, and John in lonely Patmos see the blessed vision of the river of life—

whose gentle flow
Supplies the city of our God.

Discouraged Teachers.

BY REV. J. I. BOSWELL.

It was at the close of school, and nearly all had passed out. There, half-way down the middle aisle, stood one of the teachers, Thomas Croaker by name, and on his handsome face there gleamed a lurid look of mingled wrath and grief. Tenderly he held in his hand a black silk hat which was crushed quite out of shape, and sadly he moaned as I drew near. "That mischievous Bill Wilberforce has sat upon my new hat, and just look at it! He did it on purpose, I know he did." And then he added in a funeral tone, which no pen can describe, "I shall give up my class, for I am not fitted to be a teacher."

Poor Thomas! He had tried so hard to teach those restless boys that afternoon, and the result of all his toil was only this and nothing more, a broken hat!

But he is not the only discouraged teacher in the world. He is but one of many that we meet in our joyous pilgrimage through life who need to have a few more rays of sunshine in their faces and a few more sparkles of hope fluttering in their hearts.

What is the matter now?

"I have just come from the Sunday-school convention, and what do you think the chief speaker said? He said that no one ought to be a teacher who did not spend six hours a week upon the study of the lesson and read up a little library of 'notes' and commentaries. Now I cannot do that, for I am driven with work from morning until night, and when the day is ended I am tired out."

Well! Do not worry over what the speaker has said, for he is not infallible, and you are not

obliged to cut your cloth according to his extensive pattern. If you cannot spend six hours a week, you can spend one or two, for where there is a will there is a way, and your will is a pretty strong one. Read the lesson with care, and roll it over in your mind until you find out what you know and, if possible, what you would like to know, and then use such "Lesson Helps" as are alike brief and suggestive. Stop there, if you lack the time to go farther. Study with a clear end in view, and when your mind is thereby roused to action you will study rapidly. He is a poor student who measures his work merely by the number of hours which he has spent upon it.

"I do not know enough to teach the Bible lesson as it ought to be taught, and I should be a scholar rather than a teacher."

That may be said of many teachers, and perhaps of you, but let others judge. The school must get the best teachers possible, and it has laid its hands upon you; therefore submit and improve. By teaching you will learn, and by giving knowledge you will gain the more. Oft bending the bow strengthens the arm, and the arrow flies the faster and the farther. No man loses any light by kindling with his torch the torches of other people, and the circle of illumination spreads thereby. Love your work of teaching, and your task will change into your joy, and what you do feebly now will be better done to-morrow. Exercise improves the kind of teaching, for it is the unused pump that soon becomes dry; but the one in steady use gives forth abundant and purest water.

"I cannot manage the class, for there is one of the girls in it who is unruly and will not behave. She distracts the attention of the others, and when I utter a gentle rebuke she laughs and gives a rude reply."

That is not pleasant, but for such a trial there is more than one remedy. Insist quietly and firmly on good manners, for if you do not teach obedience to authority you will fail to teach the foundation of all good morals. Tire out your scholar with a steady eye and a steady and gentle voice, for surely she will be quiet when she finds out that the great and only lesson you purpose to teach the class on a Sunday afternoon is the infinite importance of Miss Fidgety behaving herself. If you fail to control her, this must be the reason her father and mother failed before you. As a last resort ask the superintendent to place her in another class, and he will do this sooner than have you resign as a teacher, if he thinks you fit for that office. No scholar, big or little, boy or girl, has a right to make the teacher's work a burden, and frustrate all honest efforts to do good.

"My class does not care to have me teach them."

If this be so the fault may be with you rather than with them, and perhaps it is a fault which you can remedy. Scholars are not eager for a teacher who is absent one Sunday out of every three, who talks but does not instruct, and who has more of vinegar than of sugar in both voice and manner. But you are not one of that kind—O certainly not! Then do not think that,