

the part of the teacher to appreciate the purpose and meaning of the Course than to any other factor.

Indirectly the introduction of this system has led to greater faithfulness in attendance on the part of the teachers and to increased interest in their work. A substitute teacher cannot be procured from the Bible Class at a moment's notice. If the teacher is not there, the class is not taught. The teacher must either come regularly or resign. But she desires to come regularly, for she now teaches with a comfort, a power of appeal, an ease, she did not know before. So it has tended at once to make our teachers feel their personal responsibility to the class more keenly and to help them to bear that responsibility with greater satisfaction.

In the Junior Department there is a tendency for untrained teachers to ignore the home work required of the pupils in the books provided for that purpose. It is sometimes difficult to hold especially the boys up to the regular and faithful work demanded of them and the teacher early gives up the attempt. Here again the failure is usually due to the fact that the teacher does not really see the value of this home work and indeed the necessity for some form of expressional activity on the part of the pupil all through the Sunday School course.

An unsympathetic superintendent may easily prevent the successful working of the Graded Series. On its introduction, there will be many questions the teachers will ask, much counsel they will need, and much tact will be required to get the machinery running smoothly at once. Here the superintendent is the key man in the situation, and very much depends upon his insight into the significance of, and his warm faith in, the graded idea.

Shoal Lake, Man.

### The Weekly Review

By Rev. William Wallis, Ph.D.

A superintendent equal to the "review," is worth his weight in gold. Precious time is lost and good undone by an inappropriate review. Considerable study ought to be put on the Lesson, for there is much to be said,

and much to be left out. For the five minutes at the board with chalk and pointer, one ought to be fresh and full of the Lesson subject. The Lesson will solidify just as it is reviewed, and as the final word is to be said, no wonder that some teachers unwillingly give up their class to the, too often, ineffectual review.

Here is full scope for originality and emphasis. Variety is attained by different treatment of each Lesson. If nothing else is in sight, in the way of variety, there is the contrast that may always be drawn between what the Lesson teaches and what it does not teach. The main points should be set forth as to fasten the teacher's work in the mind of the child.

Nothing so helps the review as a brief story told in a few words. The question method is effectual; it always interests the School, and even wrong answers, in the end, serve a good purpose. None are too young to answer, nor are any too old to receive a question. Without doubt the blackboard review is the best. If the main facts and the drawings are carefully put down before the School opens, and covered, there will always be a curiosity as to the board. It is not well to make the drawing too elaborate, better to err in simplicity. The review may be started by asking, "What is on the board to-day?"

Do not preach, but talk in a kindly, persuasive tone, and win the attention; then the way is open for real work. Speak as if you never expected to see the children again. Remember that you are working with iron at white heat, that will soon grow cold, and the shape will be as you have formed it. Drive the truth home with no uncertain sound, and feel that you are leading souls to the Saviour. You will say much in your five minutes if you plan and know what you are going to say. A captain without a port in view never reached a harbor. Much less, if, in these precious minutes, you have no object, will you accomplish any good.

The supreme moment in the School hour is yours, and to you is the privilege of welding the ends together. Let it be well and truly done. See that your words, as they ring