

### The Review Lesson.

Teachers and scholars alike generally look forward to Review Sunday with more or less of dread; for of all the lessons of the quarter, the review is most apt to be uninteresting, unsatisfactory and unprofitable. And yet there is none which may be made more stimulating, both intellectually and spiritually.

The teacher's conception of the purpose of the review lesson will determine the method of conducting it, and the higher the aim, the greater the amount of preparatory work necessarily involved. If it is regarded as a sort of examination, by which to test the scholars' knowledge of the twelve preceding lessons, the titles, topics, and Golden Texts will be called for, with perhaps the principal truth of each lesson. The mere repetition of these will, very likely, consume the whole hour—or, more strictly speaking, half hour—and the pupils will go to their homes with a confused jumble of texts in mind, but with no very clear idea of any practical application of the lessons to their own lives; while the teacher will have learned how much, or how little, they have retained of the routine work of the quarter.

Or the lessons may be taken up in detail, one by one, bringing out the facts and salient truths, either by the use of carefully prepared questions, or by the outlines given by members of the class. This, however, is open to the same objection as the first-mentioned method. It treats the lessons as units, and fills the mind with a mass of disconnected truths. The teacher who finds one lesson so rich in truth that it is hard to do justice to it in the hour cannot hope in the same length of time to recall twelve such, either profitably or satisfactorily.

The sole value of these two methods of review lies in the opportunity furnished to judge of the quality of work done during the quarter. If the scholars have a clear idea of the ground covered, the teacher may conclude that, so far, at least, the work has been well done. If only vague memories are retained, there has been a failure to present the lessons in a lifelike, attractive manner.

The strongest charge which has been brought against the International Lessons is that there is too much "hop, skip, and jump." The review is the teacher's op-

portunity to bridge over these gaps more effectually than is possible even by following carefully from week to week the connecting history, and it should be made a review lesson, rather than a review of twelve lessons.

During the quarter, the several lessons are taken up in their historical setting and studied in detail, in order that spiritual and practical truths may be drawn from the passages considered. On Review Sunday they may be treated, not as units, but as parts of a whole. However disconnected they may be, they belong to some definite period, and the purpose should be to fix that period in memory; to learn its connection with all that went before; to determine its tendencies; to trace its place in, and its bearing upon, the development of the plan of redemption; to bring vividly before the class its leading characters. If the lessons are historical, a clear historical outline is needed; if didactic or devotional, a definite knowledge of the time to which they belong is essential.

This study promotes acquaintance with the Bible as a whole, and shows the interdependence of its parts; and though it may rightly be called literary study, it is none the less practical and spiritual. For each period has its own practical lessons for all times, and it is impossible to secure a broad view of any period of Biblical history without growing into a stronger faith in God and a deeper reverence for his Word.

Such a review admits of great variety of treatment. Of course it must be arranged with a view to the age and capacity of the class. For children it must revolve very closely about the twelve lessons; for adults and intelligent young people the range may well be more extended.

All this involves, for the teacher, study and careful preparation during the quarter. Those in charge of the younger classes especially need a very concise and definite plan, and a very exact knowledge of the text of the lessons; but if sufficiently simplified, the method will prove practicable, and the children will not only enjoy the review lesson, but will find it profitable.—Pilgrim Teacher.

If with obedience and courage we can follow the calling of God in difficult enterprises, we shall not want for supplies of comfort. Let not us be wanting to God, we shall be sure he cannot be wanting to us.—Bishop Hall.