

School throbbing with zeal, while lacking motive and a vivid sense of the privilege of forming character and saving souls. The worker worthy of his opportunity will find in the "call to service" a note of inspiration.

"The glorious privilege to do is man's most noble dower." In each pupil the true teacher will see the immortal and divine. Every meeting with his class will be to him an occasion rich with possibilities to win souls for the Master and train them for His service. His every prayer will be freighted with a petition for more grace for teacher and taught. In seeking to save others, he will be finding for himself a more abundant salvation.

Like teacher, like scholar; both together make the "atmosphere". It is not borrowed, not transplanted, but generated. Enthusiasm is contagious. The pessimist is a public enemy. In a day of siege, a man crying despair was very properly imprisoned. "One blast from the bugle horn of Douglas was worth a thousand men."

The other day, a widow lady, new to the street where she lived, said to the pastor of a School that is still in the making, "I am greatly interested in one of the boys of your School. He runs some messages for me. Once I confessed to him that I was lonely. He looked at me wistfully and said, 'I don't know what to do for an old lady that is lonely, but if you were a boy, I would take you to my Sunday School. Then you'd be all right'". Blessings on his young head, his own life is not too full, brave motherless boy. Who doubts but that he will make good?

It was the Sabbath of her first communion. Before the service, she was baptized. A quarter of an hour before the Sabbath School service, she appeared in the Junior Department of the School, with a face like a morning of "clear shining after rain". With her were three other children. She went direct to the pastor, who happened to be present. "I am starting these", she said. "He will go in the baby class, she is my chum and will come with me, and you will find a place for him."

All the leaders and teachers are not men and women. At times, according to promise, a little child leads those of riper years. And, of the angels that He sends forth to inspire

and gladden, is the child who has heard the call of his Lord. "They that be teachers shall shine as the brightness of the firmament; and they that turn many to righteousness as the stars for ever and ever."

Bonar Church, Toronto

In the Primary Class

A SERIES OF TWELVE ARTICLES

By Marion Wathen

VI. THE REVIEW LESSON

In teaching the Review Lesson to the Primary Class, each teacher should, first of all, have in mind a clear idea of the unity of the Quarter's Lessons, the central thought round which they all cluster.

If you have a large picture roll, you will find, I am sure, that the best way to review the lesson is by using that. All you have to do is to turn to each picture, point to the persons in the picture, ask who they are, what they are doing, etc.; but to do this properly requires careful preparation. Prepare the lesson with the picture before you, or at least well before your mind, writing down the six or seven questions to be asked in each lesson. Endeavor to have these questions so comprehensive that they will take in the whole lesson, clinching each thought and fixing it firmly on the child's mind. I do not mean that these written questions should be taken to the class with you; but only that the right kind of questions should be prepared and be in your mind.

Do not attempt to teach all the lessons over again, as some teachers seem to think they must do on Review Sunday. Six or seven pointed questions are enough on each lesson. Make your questions, and in fact the whole lesson, such as will cause the children to feel that they are giving you back the lessons, rather than that you are teaching them "all over again".

As a change from the picture roll, or for those who do not have one, it is sometimes a good plan to draw twelve simple pictures on the blackboard,—one for each lesson of the Quarter. If no blackboard is available, use a sheet of paper for each picture. Whichever way you do it, keep the pictures out of sight until the corresponding lessons are reached.