

Ask what is meant by "long abstinence." Have the scholars explain the cause. Who was the means of cheering up the terrified voyagers? Discuss whether Paul was the one whom we should expect to be the most cheerful of all on board, and have the class give reasons for the view taken. Bring out by questioning the nature of Paul's message, —while he reminds them of his warning, his word now is not a mere comfortless, "I told you so," but he brings them a promise of sure safety. When vs. 22-26 have been read

aloud, have the class tell why Paul could speak so cheerfully. Was it natural that he should have great faith in visions? The class will readily tell why.

In closing, get the class to draw the various lessons from this story. Emphasize especially the power of trust to cast out fear, and the good cheer and comfort which come to us from those who follow Christ and trust him and his word. Urge the scholars to be like Paul—among those who *bring* the comfort to others.

### ADDED HINTS AND HELPS

In this section will be found further assistance under various headings.

#### Something to Look Up

1. "If thou faint in the day of adversity, thy strength is small." Find the saying.
2. "Thanks be to God, which giveth us the victory through our Lord Jesus Christ." Where are the words found?

ANSWERS, Lesson IV.—(1) 1 Peter 3 : 17.  
(2) Matt. 5 : 10.

#### For Discussion

1. Was the centurion to blame for not following Paul's advice at Fair Havens?
2. If we know that God will save us from some danger, should we exert ourselves to escape?

#### Prove from Scripture

That God controls the sea.

#### The Question on Missions

Ques. 5. In classes of little ones the teacher

should first bring out a description of the barracks on the estates,—long rows of buildings divided into rooms 12 feet square, each one of these being the home of a family. Next, turn the conversation to the mud or small frame houses with thatched roofs of the poorer people of those not working on the estates and then to the neat cottages of the better off. The furniture should also be spoken of,—in the case of the poor, a rude bed, a box or two for seats, a few cooking dishes and several brass cups and plates. Tell how the East Indians like to keep their cows near their houses, sometimes under the same roof as themselves.

Additional points to take up with the other classes are: the careful inspection of the barracks houses by officers of the Immigration Department to see that they are kept in good order and are sanitary; and the way in which houses are built,—as lightly as possible and with a view of admitting as much air as possible.

### FOR TEACHERS OF THE LITTLE ONES

*A Look Forward*—We are going to hear about Paul's voyage to Rome.

*Lesson Thought*—Jesus is always with us.

*A Stormy Voyage*—How many of the children have been on the water in a big boat? Was the water calm? Did they enjoy the voyage? What makes the big ships go? (Contrast the ships of to-day with the ships of Paul's day.)

After the great meeting with King Agrippa, which we heard about last Sunday (recall), Paul and the other prisoners were put in

charge of a soldier named Julius. He kept them in prison till at last a ship was found which was going to sail from Caesarea. Picture Julius taking Paul and other prisoners down to the wharf where they were put on board this ship. Paul found two friends on board. One was Luke (who wrote all these stories which we are hearing about Paul).

Use a map to trace this voyage of Paul from Caesarea to Rome. The first place they stopped at was Sidon, where Julius very kindly allowed Paul to go on shore to visit some friends there.