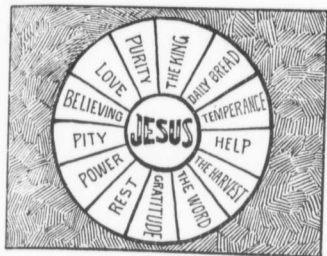


Now we will draw a line from these blessings on the circle to the center, and write there the name of the One to whom everything good goes back and from whom every good gift comes—Jesus.



Sub-Primary Hints.

GOLDEN TEXT: "This is indeed the Christ, the Saviour of the world."

When we announce, "This is review Sunday," we hope that the children's minds will run back to the first lesson of the quarter, recalling that as our starting point. The children's ideas of time, even of recent events in their own experiences, are extremely vague. "I don't know days," replied a child of six, when asked when her father returned. As the father had returned some time within forty-eight hours, this incident is a fair illustration of a child's vague notions about time. Taking into consideration that our children "don't know days," we review entirely by suggestion; but at times the suggestions will come unexpectedly from the children.

We naturally expect the children to recite most perfectly the lessons to which they appeared to give closest attention. Appearances in the sub-primary class are sometimes deceitful. We may be prepared for surprises. The child who appears entirely absorbed in contemplating his new shoes during the Easter lesson managed in that time in some unaccountable way to fix his attention on both shoes and lesson, and now astonishes his teacher by his ability to recall the very lesson which he appeared not to hear.

Children who appeared to listen attentively may surprise us by giving our illustrations in minute detail; but the point for

which these illustrations were used has entirely escaped them. They were intensely interested; but what did they learn by the means?

Have some concrete thing in sight which should recall each lesson; yet all these pictures, objects, etc., should not be in sight at the same time, for this would be too confusing. Having previously arranged lesson topics with some order and continuity and armed ourselves with a carefully written outline or list, we produce one object or picture at a time, as the lesson in which it was used is reviewed.

We begin with our Easter lesson, for this time of special celebration is most easily recalled, and attention arrested at the start. Have in sight some of the most beautiful flowers used on that occasion. Reproduce their arrangement if possible. Have in sight the Easter pictures, and sing Easter songs. The words of our Easter songs almost retell the story. The flowers and pictures help much in the suggestion. Was our glorious celebration for this one year only, or are we to celebrate every year as long as we live? Why are we to celebrate?

The Easter lesson naturally leads us to speak of the power of Jesus in raising the dead and healing the sick. While the children hold in turn the pictures of the raising of the daughter of Jairus, the healing of the centurion's servant, and the feeding of the five thousand they easily recall these miracle lessons.

In our next step, as the subjects are more abstract, the recitations will not be quite so clear. Jesus gave power to his disciples. We produce all the pictures used in teaching Lesson X, which we used as a missionary lesson. The disciples had power to do what? Where were they to go? What must they take on their journey? What must they teach? Could they return again to Jesus? If the class has helped some missionary during this quarter, we refer briefly to his work, as related to the work of the first missionaries; and then pass on to our next step, the mission of John the Baptist. We dwell briefly on his imprisonment and death, but review more fully his preparation and actual work and his meeting with Jesus. If our sand-map is used, we begin with the bare, smooth sand, and let the map grow with each lesson under the children's hands.

We recall the teachings of Jesus (topical lessons). The children recite the Golden