

missionary ; or, some person, who can speak authoritatively on such themes, might be willing to address the class.

The lesson gives us interesting light on Paul, the Christian and the man.

1. *Paul and men*, vs. 30-38. The sailors of Paul's ship were undoubtedly like most of the sailors of the time, men of loose character, quite antipodal to Paul's ideals of manhood, but, instead of shunning them as lepers, he took a lively interest in everything that concerned them and their safety. Paul's religion was not of the kind that makes men forget that, while they are not of the world, they are still in the world. Christ's parable of the Good Samaritan and the teachings of the Sermon on the Mount make it clear that our greatest condemnation may be our unwillingness to sympathize with our fellow men.

Further, Paul seems to have been able to win the affection of men who were still aliens to his gospel. The good relations between Paul and the centurion (v. 43) were based on mutual respect. This involved no compromise on Paul's part in respect to his faith.

2. *In whatsoever state, content*, ch. 28 : 1-10. By an accident, Paul found himself in Malta, but he employed the accident as if it had been a purpose. A small boy who mourned the recent loss of a hand, was comforted, one day, by the late Principal Grant, who showed the little fellow his own withered stump, explaining that what had seemed at the time an awful calamity, had changed the course of his life, and made him what he had become.

3. *The whole man for Christ*. Our study of Paul's life must have made it evident, that every faculty that he possessed in body, mind and soul, was made to minister to one goal. He was not torn asunder by double allegiances. He was dedicated to one supreme purpose, Rom. 12 : 1. How do we compare with such a standard ? What opportunities have we for the greater investment of Christian service ?

For Teachers of the Senior Scholars

By Rev. A. Wylie Mahon, B.D., Toronto

Question the class about shipwrecks of which they have read—in literature, as in Robinson Crusoe, or Enoch Arden ; or in history. Sable Island off the coast of Nova

Scotia is called the graveyard of the Atlantic, and Grand Manan is the graveyard of the Bay of Fundy. How did those on board Paul's ship know that they were to be shipwrecked ? (Vs. 26, 34.) How long did the storm last ? What happened during the last night ? (Vs. 27-36.) Note the influence which Paul exercised over them all. A person in fellowship with God always makes his influence felt in the trying times.

1. *Land Ahead*, vs. 38, 39. What preparation did they make for getting ashore through the breakers ? (Vs. 35-38.) Note that Paul was careful never to leave God out, but he was also careful to impress upon his companions that God helps those who help themselves.

2. *Running Aground*, vs. 40, 41. Question the class about what happened. Note that the sailors did all that they could but they were very helpless when their ship was in the grip of the storm and the currents. There are times in the voyage of life when we can do very little but commit ourselves to the sea, to the care of him who is the confidence of them that are afar off upon the sea. Show that a good life may be a shipwreck as far as worldly things go, but never a shipwreck of the soul. Refer to Job.

3. *Getting Ashore*, vs. 42-44. To what danger was Paul exposed ? (V. 42.) How was he saved ? Note that it is worth something to ourselves and others to live a good life. Question the class about how they all got safely to land. Make this incident illustrative of how many who get shipwrecked in the voyage of life are saved and are permitted to have another chance. Refer to John B. Gough, who got so low down as a drunkard that he felt that no man cared for his soul, and that his soul was not worth caring for, but who came under the divine influences of life and made good at last.

For Teachers of the Boys and Girls

By Rev. J. M. Duncan, D.D.

Ask the scholars to tell from last Sunday's lesson what Paul said would happen the ship and what would become of the sailors. Run over briefly the contents of the connecting verses, having the class bring out the length of time the ship drifted, how the sailors knew