

## SECOND QUARTERLY REVIEW, 1882.

June 25.

We think it well to reprint the introductory remarks to the first Review of this year, for we find that a considerable amount of misapprehension prevails as to the nature and methods of review, and a disposition on the part of some teachers to avoid them altogether, if possible. We believe that, rightly understood, Review Sunday may be made the most interesting and profitable of the quarter.

"Review:" what do we mean by it, and how shall we conduct it? It is literally a second view, a looking over again of the lessons of the quarter; and how to accomplish this in the most efficient manner is the question. Various methods are used in reviewing. Sometimes the bare machinery of the lesson—the outside setting—is recalled, as the Titles, Topics, Golden Texts, etc.—better than nothing; still, that should not be all. It is like attempting to recall a beautiful structure newly erected, which you and your scholars have been viewing, by asking as to the number of ladders, the height of the scaffold poles, the amount of brick and stone used in the building, etc. These might help to remember some aspects of the building, but you would not rest there. You would talk of the design, the plan, the style of architecture, with its adaptation to the purposes of the building, the material, the cost, and so on. Just so with our lessons. The points first noted are but the scaffolding, which, useful in its place, may yet, if we are not careful, obscure our view of what is more important to be remembered.

Another and better method, though, like most things that are of value, involving more labour to the teacher, is to take a comprehensive survey of the lessons of the quarter, to find the bond of unity—the central thought of the series—and to show how all the lessons radiate from that as a common centre, or how they all revolve around it. For, as the Bible is many books, and yet one; as its teachings are varied, and yet all spring from one thought—the relationship of man to God—so, in any number of lessons that may be taught, and especially in a selection like that we are now considering, there will always be found a harmony and unity, the bringing forth of which will be pleasant to the teacher and helpful to the scholar.

We are assuming that the Review is conducted by each teacher in his or her class. It is not uncommon—perhaps we might say general—for the Superintendent or Pastor to review the whole school from the desk. Such a review must, of necessity, be superficial: it can only partake of the character of the first plan we indicated. Such a review may do for secular schools on secular subjects, by teachers uniformly trained, and where, to a certain extent, there can be no variation in the answers; but in Bible schools—where, unhappily, there is too little study in common by the teachers, sometimes, we fear, too little study of any kind, and where, as a consequence, there is wide divergence in the teaching, the facts impressed, the truths brought out, the connection shown, and the general tenor of the whole—it cannot be of service. The teacher who has during the three months endeavoured to explain the lessons, is the right person to review, to recall them; and although a review from the desk may be tolerated, the other is the more excellent way.

In reviewing the past quarter we want to get the facts and the teachings—not so much of the separate lessons, as of the twelve. It will be well with a small map to trace the movements of the Saviour. They have not covered a very large circuit. He has not been south of Galilee, into either Samaria or Judea; backward and forward across the lake, teaching and healing on either side, feeding the five thousand and the four thousand, up northward as far as Cæsarea Philippi and Hermon, and north-west to the borders of Tyre and Sidon. Ask for any special circumstances outside

of the healing and teaching of Jesus, such as those contained in lessons 1, 2, and 10. You will note, on the one hand the growing hostility of the Scribes and Pharisees to Jesus; their dogging of his steps, and determination to get Him out of the way, with increasing plainness in His dealings with them, and His exposure of their formalism and hypocrisy; and, on the other hand, His growing popularity with the people, the multitudes following Him wherever He went, unmindful of their own comfort or needs, that they might see His miracles and hear His teachings; forgetful also that he needed rest and quiet, which He sought more than once in vain.

In the quarter's lessons we have had before us a large number of truths affecting the Christian life; how shall we weave them together so that they may present something of a complete lesson? Suppose we take the idea that the Great Teacher is setting before us, *Warnings and Encouragements*, showing us by voice and action—symbolic teaching—the dangers to which we are exposed, and the help we may receive to guard against those dangers. Then let the scholars be asked to mention some of the warnings and encouragements they have heard in connection with the lessons during the quarter. Write down the answers they give, that you may sum them all up; if difficult, as it will be in some classes, to get replies, help the scholars by suggestions; for instance, ask in what lesson occurs these *warnings* (bringing out one at a time, of course):

- Against foolish prejudice (1).
- Against rejecting Jesus (1).
- Against tampering with sin (2).
- Against thinking the path of duty a path of ease (4).
- Against making our religion a mere form (5).
- Against supposing that outward service can atone for want of heart religion (5).
- Against the defilement of sin (5).
- Against the beginning of evil, which is like leaven (7).
- Against carnal ideas of Christ (8).
- Against preferring anything to the soul (9).
- Against bringing discredit on the Gospel by our want of faith (11).
- Against pride and bigotry (12).
- Against attempted neutrality in religion (12).
- So on then as to the *Encouragements*:
- To man who labours—Jesus laboured, it is honoured (1).
- Our Jesus is Lord of the universe (1).
- Jesus is full of compassion (3).
- Jesus can give the bread of life (3).
- Jesus knows every difficulty and danger of His servants (4).
- He who has faith in God will not miss the blessing (6).
- Christ can supply all our needs (7).
- The Valley of Humility leads to exaltation and glory (9).
- Where Jesus is, there is bliss and glory (10).
- Our smallest gift to Christ's people in His name will not go unrewarded (12).

[The figures at the end show the number of the lesson in the quarter.]

It would be easy to multiply these; in fact we had several others prepared, but these thoroughly brought out in connection with the lessons where they occur will help very much to fasten in the mind of the scholars facts and teachings alike.

The *S. S. Times* suggests a slightly different connection of thought to the above, "Dangers and Duties." We prefer our own, but for the sake of any who are teaching very young children, and who want to get "through the eye to the heart," we make on that basis a little slate (or black-board) illustration, as last quarter: