

it appears that every incident which at the time of its occurrence seemed to thwart his purpose, was a means to its fulfilment, and he had a unique illustration of the doctrine which he himself had taught, "All things work together for good to them that love God."

Incidental Review has no set time or prescribed scope. It may find its place anywhere in the lesson of the day, according as some feature of the lesson suggests comparison with old knowledge. The outcome may be, that concrete facts or examples so enforce each other as to establish a law or a principle; or one statement may interpret another; or different facts may be grouped in the same class, and become so associated as ever after to suggest each other. Knowledge is thus systematized and made more available when needed.

Again the closing Lessons of last year lend illustration. On different occasions, when in trouble, Paul was cheered by heavenly visions, as at Corinth (Acts 18:9, 10), at Jerusalem (Acts 23:11), on his voyage to Rome (Acts 27:22-24), and at Rome (2 Tim. 4:16, 17). This last experience, in which the Lord stood by him in his loneliness, is the crowning incident, where the reviewer can unfold the full meaning of the oft repeated promise. Doubtless Paul had been perplexed over these assurances of God's care, and had asked, "Where is the promise? I am still a prisoner bound in chains, friendless and alone! What can these things mean?" Now the shadows flee away, and he has clearer vision: "The righteous Judge will do righteously. The crown of glory awaits me."

Truro, N. S.

"In Many Different Ways"

By Rev. William Shearer

"Review Sunday!" Some dread it. Others shun it. Few welcome it. And yet Review Sunday may be made one of the most enjoyable and most profitable of all Sundays to the Sunday School.

1. Who should *attend* it? The whole School, officers, teachers and scholars. Parents and friends of the School should also be

there in large numbers, by special invitation. The whole School should be brought into as compact a body as possible, each class occupying a space by itself with its teacher. Primary Class and Bible Class should be there. Four times a year is not too often for every member of the School to take part in a united service.

2. Who should *conduct* it? Not necessarily the same person every time. The superintendent should get the first chance, Then the minister. Then one of the assistant superintendents. Then any capable teacher. If an outsider could occasionally be secured, it might increase the interest. Any person who has the Lessons of the Quarter at his finger ends, and is a ready speaker and a lover of children, will make a good leader on Review Sunday.

3. *How* should it be conducted? In as many different ways as you can devise. Here are some ways I have tried:

(a) Have the Picture Roll placed where all can see it, and in such a way that the pictures can be easily turned back after being used. Call attention to the leading characters depicted and to the act in which they are engaged. The Lesson Title and the Golden Text being printed underneath in full, should be read in unison as each picture is exposed to view.

(b) A blackboard method. Have the board prepared before hand. Divide it up into twelve sections; or draw a cluster of twelve large grapes; or a small circle in the centre of the board, and in it print the Golden Text for the Quarter, then draw a very large circle around the small one and divide the space between into twelve sections. In each section, or each grape, draw in chalk of one bright color, the title of the Lesson, very much abbreviated, and in chalk of another bright color the first few words of the Golden Text. By pointing to each section, as you come to the Lesson it represents, you will keep the attention.

(c) Another blackboard method. Have your board perfectly clean, or with nothing on it but an outline map of the countries mentioned during the Quarter. Let your review of the Lessons centre about the places mentioned, marking the places on the map.