

Twenty-first Scholar.—We have now, complete, the lessons of the quarter. In that time how much has been learned! The great kingdom divided; two kings reigning where one should have been, but for wickedness in both; idol gods made in the form of calves; temples reared for their worship; death wrests the kingdom away from one, and his son comes into power only to do more wickedly than his father, followed presently by his son, more wicked still, and so death gathers the sinners to judgment. Famine comes; the great prophet Elijah appears; does his wonderful works; proves to hundreds of heathen priests that the Lord is God, and then goes up to reign with him forever, leaving Elisha to carry on his earthly work. So the solemn histories of many lives rise and fall before us. Golden text: "But God is Judge; he putteth down one, and setteth up another."

Twenty-second Scholar.—Still the solemn story of life goes on. Grand souls are needed now, as then, to stand up for Jesus, to prove to an idol-serving world that "the Lord, he is God."

We are living, we are dwelling,
In a grand and awful time;
In an age on ages telling,
To be living is sublime.

Hark! the waking up of nations;
Gog and Magog to the fray.
Hark! what soundeth? is creation
Groaning for its latter day?

Worlds are charging, heaven beholding;
We have but an hour to fight.
Now the blazoned cross unfolding;
On, right onward, for the right.

On! let all the soul within you,
For the truth's sake, go abroad!
Strike! let every nerve and sinew
Tell on ages, tell for God.

ZEALOUS men are ever displaying to you
the strength of their belief, while judicious
men are showing you the grounds of it.

THEY are the wise whom God esteems
wise. They are the wise whom God
makes wise.

PRIMARY DEPARTMENT.

CONDUCTED BY PANSY.

OUR LESSONS FOR MARCH.

- I.—THE STORY OF NABOTH.
- II.—ELIJAH TRANSLATED.
- III.—THE SPIRIT ON ELISHA.

For Sunday, March 4.

The Story of Naboth. 1 Kings xxi. 4-14.

LESSON VERSE.—"So she wrote letters in Ahab's name, and sealed them with his seal."

The details of this story are easily managed, especially if by using the blackboard you succeed in conveying the impression that there actually *were* such people, and that they sinned, and suffered. It is easy to outline a place that shall stand for the palace; a field adjoining the palace grounds bearing Naboth's name; a roll of parchment, addressed to the elders of Israel. These outlines will almost tell your story for you.

Application. 1. What was King Ahab's sin? Didn't he want what he hadn't, and what he had no right to have? Do you know any little boys and girls who have the same sin in their hearts? I knew a boy who made himself unhappy all day, and who finally sold himself to Satan to do a wicked thing, because he wanted a pair of skates that another had. I heard of a little girl who wanted some bronze boots so badly that at last she stole the money from her father's drawer to get them with. If you can find illustrations of this sin among the people with whom your class are familiar, and can use them without being personal, the class will better understand you.

2. What was Jezebel's sin? Lead the class to think over the story, and by skillful questioning get them to see that, first, she helped Ahab to be more anxious for that which did not belong to him. She might have said: "I wouldn't care for that field; you have plenty of beautiful fields of your own." But she didn't. Next, she deceived the elders and nobles; she wrote in the king's name; she made them think the command was from the king; she signed

the letters with the king's seal, which none ought to use but himself. Just here refer to Ahab again. Another sin of *his*. He must have consented to her plan, or at least have known that she was getting up some plan, for the ring on his finger could not have been used without his consent. The child who says nothing to *prevent* a sin is as bad as the child who commits it.

3. What was the elders' sin? Did they not obey the *man* instead of God? Of course the practical application of these sins is plain even to a child, but can be made more pointed by carefully illustrating from child experiences, using a deceit practiced by Mary or Johnny on mother, to explain the deceit practiced by Jezebel on the elders of Israel.

Print the word "Sold" in large letters; talk about it; lead the class to tell for whom Ahab and his wife were working; what kind of work were they doing? Then print, "To work evil. Who sold them? Let the class decide whether they might not have been doing different work for another Master if they would. Then print what Elijah thought about it, so that the sentence will read, "Thou hast sold thyself," etc. Now, if you can outline an eye, you will have given the rest of the verse a solemn emphasis—the All-seeing Eye that is ever looking at the evil in our hearts. Dwell on the thought that each one is working in the sight of the Lord either evil or good works. Do not forget to leave, as a closing thought, the fact that Jesus stands ready to free us, to buy us, so that in the future all our work may be for him.

LESSON HYMN.—Tune, "The light of the world is Jesus:

Our lesson to-day is the folly and pride
Of one who had turned from Jesus.
God gave him a kingdom, and honors spread
wide,
And still he refused King Jesus.

CHORUS.

Sold by himself to evil and sin;
Heart full of hate and God looking in.
Still those same eyes see every one's sin.
Oh, I'll hide my heart in Jesus.

For Sunday, March 11.

Elijah Translated. 2 Kings ii. 1-12.

LESSON VERSE.—"Ask what I shall do thee, before I be taken away from thee."

The Story. Make it as real as possible. Two friends about to separate; a last walk together; last words; they cross the Jordan together. Outline the River Jordan, and as you reach the part in the account where the two crossed over, erase part of the line representing the river. This will help to bring the scene before the minds of the class. Describe the wonderful sight that Elisha was permitted to see, when his friend was parted from him and went up to heaven.

Application. 1. Elisha felt sad at parting with his friend. Many little children have to say good-by to dear friends, because God calls them home. What if they could see the beautiful sight that Elisha did when his friend went away? Wouldn't it comfort them? Well, they have a right to think that the friend who loves the Lord Jesus goes by as swift and bright a path to heaven as Elijah did.

2. Elisha did not ask that he might have a long life, nor be very rich, nor be very happy, but that he might be very good, have even more love for God in his heart, and even more power over people than Elijah had. His prayer was answered. What do your scholars want most? If Jesus were in the room, so that they could see him, and should give them leave to ask for anything they wanted, what would it be? Let the class talk about it, and think what they would be likely to say. Then lead them to understand and realize that *one thing* Jesus has promised to those who ask it—his Spirit to live with them in their hearts, to help them to live good lives. They may surely ask for that gift, and be certain that he will hear and answer, because he has said so. He is far more powerful than Elisha's friend was.

3. Tell them about that other good man who "walked with God." Print those words and explain their meaning. Show the children that the same may be said of them if they choose to have it. Print the name of the good man, "Enoch." Then print what