

shepherd is doing. Point out the meaning of, "I want for nothing" to an Eastern people. Who are best able to appreciate this statement? Probably it includes the meaning of confidence in provision for the future as well as experience of present bounty. Are we justified in "trusting God for everything?"

How he shepherds, v. 2. Every pupil will know how necessary pasture is for sheep. The significance of "green" and "maketh me to lie down" will give the impression of abundance. Probably some of the class will know that sheep need very little water in this country, but the heat and dryness of the Eastern climate make a difference. This need is met by the "still waters" ("waters of rest and refreshment"). What is the significance of "leadeth?" Have some one read John 10 : 4 to get the picture of the shepherd "leading" his flock. Ask whether any human need is omitted from this psalm.

Our deeper needs, v. 3. Ask what deeper needs than those of a sheep are referred to in v. 3. While "restoeth my soul" may be translated "renews and sustains my life" doubtless moral and spiritual needs are in the psalmist's mind. Have the pupils give their ideas about this. Explain the meaning of "paths of righteousness." Show how God

provides opportunities to develop good character. Can the class give a reason why the transition from shepherd and sheep to God and his people is so easy and natural for the psalmist?

Unlimited confidence, v. 4. What characteristics of the Palestine country would suggest this dreaded "valley?" David knew well the dangers to his flock. Note the weapon for defence, the "rod" and for guidance, the "staff." How is emphasis secured for this protecting power and affectionate care? Get pupils to express their thoughts about the care of God.

A powerful and generous host, v. 5. Picture the harried man, finding refuge in the tent of his host. Note the marks of lavish hospitality. Explain how the pursuer dare not follow the fugitive into his host's tent. What spiritual needs are suggested by this verse?

Friendly pursuers, v. 6. An excellent illustration of the relentless pursuit of Christ's love is found in Francis Thompson's poem, *The Hound of Heaven*. Lead the class to see how "goodness" and "mercy" pursue us day by day. Emphasize the psalmist's confidence for the whole future. Every pupil should know this psalm by heart.

FOR TEACHERS IN THE JUNIOR DEPARTMENT

Teachers in the Junior Department should study carefully the scholars' materials in the JUNIOR QUARTERLY or LEAFLET.

By asking a member of your class if he will describe for you some place or event of which you feel certain he knows nothing, show that poets and other authors must know the scenes and experiences they try to picture in words. Then ask what name is usually given to this week's lesson passage, why it is so named, the name of the author and why David was able to describe the life of a shepherd.

Speak of David's early life. Tell of the effect of his music on Saul. (See 1 Sam. 16 : 14-23.) Ask by what name he is sometimes known and where others of his songs are to be found. Have the scholars look through the book of Psalms and find some which are ascribed to him. Tell them that we do not know whether this psalm was written when

David was a boy, watching his father's sheep, or after he became a man and had learned a great deal more about God's love and care. But we do know that all through his life he loved and served God. He was a man after God's own heart. (See 1 Sam. 13 : 14.)

Have the psalm read or repeated verse by verse, pausing after each verse for discussion and explanations. A copy of any well illustrated edition of it, or some good pictures of sheep and shepherds will be very helpful. Use every means in your power to induce those who have not already memorized the whole psalm to do so.

V. 1. Teachers should be familiar with Luke 15 : 3-7, and John 10 : 1-16. Note "my."