

7. Christ is not valued at all unless he be valued above all.—*Augustine.*

8. The Rabbins have a conceit concerning Noah, that while the window of the ark was shut he made use of some resplendent stone, by whose rays the objects of sight presented themselves to the organs of the eye, being, as it were, the light of some lamp or candle unto them. However curious the conjecture may be, yet true it is that Christ is that stone which, albeit the builders refused, is now become the head of the corner—a bright shining stone at whose presence the moon is darkened and the stars withdraw their light. He is that *lux illuminans* at whose approach the light of the moon becomes as the light of the sun;....that true light of life;....that light of the world, in whom there is not so much as the least shadow of darkness.—*Spencer.*

#### HINTS FOR INFANT CLASS TEACHERS.

##### Whisper-Song.\*

As with gladness men of old  
Did the guiding star behold;  
As with joy they hailed its light,  
Leading onward,  
Beaming bright,  
So, most gracious Lord, may we  
Evermore be led by thee.

The title of this lesson—"The Child Jesus"—is suggestive of the sympathy which the Saviour has for child-

hood. Children may come to him for he was once a child. This fact gives to infant class teachers an element of power which they will often find of great service. Children are interested in childhood, and in all that pertains to it. To teach them that Jesus was once a child, and that he is interested in children, is to make them interested in him.

Let the class tell what they know of the birth of Christ, aside from what is taught in the lesson. Let them, in reply to a few questions, rapidly put, tell of the shepherds, the angels, and the glorious song. Then ask, Where was he born? Show Bethlehem on the map, and its position in relation to Jerusalem. [Some may think it absurd to exhibit a map to an infant class; but it will do them no harm to become familiar with its general appearance, even though they do not comprehend its details.] Who came to see this infant? Where did they

come from? How did they find the way? What did they come for? These questions will be sufficient to bring before the class the story of the wise men's visit. A star drawn upon the blackboard may help to fix the attention. The wise men brought presents to Jesus and worshipped him. We may do the same. When he became a man little children sang Hosannas to him, and they may do so still. As the wise men brought choice gifts, so may we give Jesus our hearts,—that is, we may love him.

In narrating to the class the visit of the Magi, the teacher is cautioned against the popular mode of presenting the subject by representing the infant Saviour in the stable with oxen and sheep around. There is no Scripture evidence of this; the probability is that the crowd which filled Bethlehem at the time of the Saviour's birth had gone away, and that they were provided with better lodgings. Some even doubt that the Holy Family were in Bethlehem at all at this time.

#### MISCELLANEOUS.

*Prayer-Meeting Topic:* Christ the Saviour of the world.....*Texts:* Gen. i. 15; xviii. 18; Micah v. 2; Isa. ix. 6, 7; liii; Matt. i. 21; John xviii. 37....*Foster:* 658, 659, 662, 3477, 4909, 5852.....*Blackboard:*

**Through Sin in ADAM all DIE.  
In CHRIST all shall be made ALIVE.**

SUNDAY, JULY 13, 1873.

LESSON II.—*The Flight into Egypt.* Matt. ii. 13-23.

GOLDEN TEXT: Psa. xci. 11.

#### I. GENERAL STATEMENT.

Directed by the angel of the Lord, Joseph and Mary flee into Egypt with the infant Jesus. Herod slays the young children of Bethlehem and of "the coasts thereof." On the death of Herod Jesus is brought from Egypt and taken to Nazareth in Galilee.

#### II. TOPICAL AND EXPOSITORY NOTES.

*Topic:* God's ways are not as our ways.

1. THE ANGEL MESSAGE, ver. 13. (1.) To whom? The ANGEL OF THE LORD after the departure of the wise men appears to JOSEPH,

\*Divide the class into two parts, and let them alternate in reciting the lines of this verse—one part using the italicised lines.