

came over him, and emphasize the different aspect sin has after being committed from what it has before. Make this sad story a warning against committing sin. He who sins must suffer.

3. *The Potter's Field*, vs. 6-10. Where did the money come from to buy this field? This was tainted money,—blood-money—and could not be used for religious purposes, and lead the scholars to see that a little clean money is worth far more to us than a lot of tainted money.

For Teachers of the Boys and Girls

Introduce the Lesson by reminding the class of instances in history of men betrayed to their enemies. Sir William Wallace, the patriot of Scotland, was betrayed to the English king by a Scotchman, and executed in London. Macaulay tells with fine scorn of a man named Burton who betrayed to James II. a man and woman who had protected him in time of need. What are our feelings in regard to such acts? Is it strange that the sin of Judas has always been regarded as so terrible? Almost invariably when we come on the name of Judas in the gospels it is followed by the words, "who also betrayed Him." Have the class consider:

1. *The Treachery of Judas*, vs. 47-50. Ask

what Jesus was saying when the multitude came to take Him (vs. 45-47), and ask whether there was anything in the last Lesson to suggest one source of the courage with which Jesus met the multitude. Who had sent these men to capture Jesus? Who was leading them? What was the sign agreed upon by which they were to know that One of the little company they were to take? Point out the cruel hypocrisy of Judas in calling Jesus "Master," and in using such a symbol of affection in the very act of betraying Him. Ask why Jesus addresses the traitor as "friend," although He knew what his action meant. It may have been that here was a last appeal to Judas to come back, even now, to the side of his Lord.

2. *The Tragic End of Judas*, ch. 27:3-10. Try to secure from the class their ideas as to what made Judas repent. Perhaps he had thought that in some manner Jesus would escape while he would still have his ill-gotten gain. Press home the lesson that men often think to-day that they can reap advantages from sin, and yet escape punishment. Bring out Judas' conviction that Jesus was unworthy of death, and the indifference of the rulers to his appeal. What did Judas do with himself? What was done with the money?

THE GEOGRAPHY LESSON

Our Jerusalem map for the Lesson shows near its southern limit the number 40 attached to the point of a large V on the side of the Hill of Evil Counsel. Notice how the long arms of the V reach north across a valley to the edge of the city on another hill. We will stand at the point and look over that ground which is included between the arms. It is the Kidron Valley that we see down before us and reaching off ahead, between those two hills. At the close of the Last Supper, Jesus and eleven of the disciples came out through one of the



gates in the city wall, either at the south side (opposite us) or at the east side (above the Kidron Valley). They crossed this valley, and went into an orchard of olive trees on the slope of that hill at the right. Tradition says that Judas had his secret interview with the priests in a house on this hill where we are standing. That is why it is called,—as on the map—the Hill of Evil

Counsel.

Use a stereograph entitled, Valley of Kidron and Village of Siloam from the South for the illustration of this Lesson.