

2. *Josiah's Reformation*, vs. 3-7. In what did it consist? The one thing which will impress the class will be the thorough way he went about it. He was a Root-and-Branch man. He was an ideal reformer. A reform in the state or in the church or in the life of the individual is not of much service unless the evil is completely rooted out. The drunkard who tries to reform himself by drinking only half as much, or the boy who tries to reform himself of the cigarette habit by smoking fewer, always fails.

3. *Josiah's Repairs*, vs. 8-13. The details will readily be brought out by questioning and explanation.

Base on this Lesson an earnest appeal for early decision for God. Make much of the fact that, if such a decision be not made early in life, it becomes constantly less likely that it will ever be made.

For Teachers of the Boys and Girls

The following outline may serve to give definiteness and point to the questioning and discussion:

1. *Josiah at eight*, vs. 1, 2. At what age did Josiah become king? By whom, therefore, must he, for some years, have been guided and his kingdom governed? How is he said to have acted? What indicates that he served God from the heart? What famous ancestor is he said to have resembled? Explain "turned not aside", etc. (v. 2, Rev. Ver.).

2. *Josiah at sixteen*, v. 3 (first clause). What is Josiah said to have begun to do at

sixteen? For what would he feel the need of God's wisdom and help? The teacher should lay stress on the fact that by far the greater number of decisions for God's service are made at or before this age. Such a decision is less likely to be made after that age.

3. *Josiah at twenty*, vs. 3 (second clause)—7. What did Josiah begin to do at twenty? What is meant by "the high places"? By "the Asherim" (Rev. Ver.)? Explain "Baalim". How is it indicated that the king directed in person the removal of idolatry? What were the "sun-images" (Rev. Ver.)? Where were they placed? Why was the dust of idol images strewn on the graves of idol worshippers? Where, beyond his own kingdom, was Josiah's reformation carried out? How came these cities to be in ruins?

4. *Josiah at twenty-six*, vs. 8-13. Who was Shaphan? Who Maaseiah? What position did Joah hold? What did Josiah send these three men to do? To whom did they go? Why? Whence had the money delivered to Hezekiah been gathered? Who are meant by "artificers"? Name some of the kings of Judah referred to in v. 11. How had these injured the temple? Who were chosen as overseers of the temple repairs? Explain "could skill". What was the work of the "scribes"? What of the "officers"? What of the "porters"?

"Josiah's Devotion to God" is the Lesson Title. Dwell, in closing, on the usefulness and joy of a life given up to the loving service of God.

THE GEOGRAPHY LESSON

As you look through the stereoscope at the stereograph used in the Lesson of April 23, you see nearest to you the southern end of the temple grounds. The larger part of the grounds is nearly level and is surrounded by long, low buildings, with doorways here and there by which people could pass into the enclosed space. Within that general enclosure you notice that a part of the ground is higher than the rest, reached by a short flight of steps, and most of it is itself enclosed by continuous buildings with entrance passage-ways here and there, forming an enclosed oblong inside the larger oblong. That

set of buildings was taller and finer than those outside; they included rooms for the priests and rooms where special treasures were kept. The roofs were flat. Looking over the roofs of the buildings which form that inner oblong, you can see how a partition wall divides it in two. The section at the left was the special court of the priests. Within it you can plainly see a building shaped somewhat like a church. That was the sanctuary. At its extreme left end was the Holy of Holies. To get a clear idea of the place use the stereograph entitled, Solomon's Temple. Reproduction of the Famous Schick Model