

forbidden by law (Lev., ch. 11), or consecrated to idols, or capable of doing physical injury? It must have been a real temptation, as he "purposed" Hebrew "laid to heart": compare Isa. 57: 1, 11. There must have been great pressure brought to bear upon him. Was it royal orders or royal favors? He decided to do right. Emphasize the place of will in life. Without decision of character there can be no true morality, only a hothouse type. Self-control is necessary in everything,—speech, appetite, temper. This alone is temperance in the deepest and truest sense.

2. *The importance of well established beliefs.* Emphasize Daniel's faith in the blessings of a God-fearing life (see vs. 8, 12, 13). Bring out the following benefits as resulting from a life of temperance: (1) Physical improvement. Discuss the position of science as to the effect of alcohol on health. The testimony of life insurance companies is also valuable. (2) Increase in mental power. Consider the effect of alcohol on the brain, and consequently on the intellectual life. (3) The greater certainty of promotion. The value of sobriety is universally acknowledged. Refer to the position of railway companies and other employers of labor.

Press home the truth that the Lesson makes temperance one of the fruits of a godly life, an expression of a spiritual purpose. This is Biblical ground. Let God be given His rightful place in life, and temperance will result. Urge the scholars to accept Christ and purpose to do right.

For Teachers of the Senior Scholars

By Rev. A. Wylie Mahon, B.D., St. Andrews, N.B.

It will be an easy matter to interest the class in Daniel. Some of the first Bible stories which children learn are from the Book bearing his name. It will be interesting to look for some larger meaning in these old stories. The scene changes now from Jerusalem to Babylon. We have reached the period of the Captivity. What was the policy of the king of Babylon with respect to some of the brightest of the Hebrew boys? Why did he wish to train up these captives to fill important offices in the state? Were

they superior to the young men of Babylon? Over how many years did the course in the king's college extend (see v. 5)? What was the nature of the course of instruction and discipline? The king believed that high living was conducive to high thinking. Daniel and his three companions thought differently. Our Lesson to-day is the story of how it fared with these four boys at college.

1. *Daniel's Purpose*, v. 8. Note that Daniel has no complaint to make about the work he has to do. He is willing to work at college. His only complaint is about the board. What was the matter with it? In what way would he defile himself by partaking of it? Bring out very clearly that this was a matter of conscience, and that we always defile ourselves when we disregard the monitions of conscience. It will be easy to make a temperance application of this. Every one should purpose in his heart not to defile himself with strong drink.

2. *Daniel's Request*, vs. 8-14. What was this request? The way to hell is not paved with good intentions of the Daniel kind. They were good intentions which he decided to live up to. Dwell upon the courage manifested in making this request. What were the difficulties in the way? (See v. 10.) What was the prince of the eunuchs afraid of? Note that he was not so much afraid of disobeying the king as of being found out. Was it right for Daniel to ask him to disobey the king? What test did Daniel suggest? (Vs. 12, 13.) It will be a happy day when the world grows as wise as Daniel was.

3. *The Result of This Test*, vs. 15-20. How did these Hebrew boys fare *physically*? (V. 15.) Dwell upon the good physical effects of temperate living and the evil effects of intemperance. How did they fare *intellectually*? (Vs. 17-20.) Temperance habits are conducive to clearness of intellect. How did Daniel fare *spiritually*? (V. 17.) Impress upon the class that intemperance handicaps a person in every way.

For Teachers of the Boys and Girls

By Rev. J. M. Duncan, D.D.

The Lesson teaching may be gathered up under three heads: I. A MORAL TEST. II.