

clash over baptisms. Was the chief danger that of conflict with John the Baptist's followers, or with the Pharisees who resented even John's lesser popularity? Jesus, conscious of being the Saviour of the whole world, doubtless welcomed the opportunity of bringing a message to the Samaritans and of providing his disciples an object lesson against bigotry. Picture, or show a picture of, Jesus sitting on the stone rim of the well, tired, hot and travel-stained, yet eager to impart spiritual help to a needy alien woman.

Seeing the Worth of Jesus. If your pupils have studied the lesson in the INTERMEDIATE QUARTERLY, they will know that, by its derivation, worship means recognition of worth. Show them the steps by which this sinful woman is led to see the worth of Jesus. His ignoring of the old feud gives an opening for the woman's banter (v. 9), but she comes to see that this unique Jew is more concerned about giving than receiving. And in him is the "gift of God." Many, like this woman, have life's greatest gift near at hand unrecognized, and some eyes never open to the opportunity. Explain from your own experience,

as concretely as possible, how Jesus is the "living water."

Christian Worship. The pathos of, "If thou knewest," is increased by the concern about such trivial questions as the correct place of worship. The class might debate whether the woman was simply trying to divert attention from the issue that confronted her, for example, to part with her sin, or to gain real help. If "this mountain" is not the correct place, here may be an explanation of her unsatisfying religion. Lead the pupils to appreciate her difficulties. She could not see, what is a commonplace to us, that God, as revealed in Christ, is everywhere, and wherever his worth is appreciated and acknowledged, he is worshiped.

With this teaching now in mind, get as many as possible to express their ideas of the nature of true Christian worship, private or public. Suggestions, as provided for in the Notebook Work, of how public worship should be conducted, will lead the pupils to formulate their apprehension of the important truth of this lesson. Relate the Golden Text to the Morning Watch.

FOR TEACHERS IN THE JUNIOR DEPARTMENT

By Miss B. A. Ross, Toronto

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

Begin the lesson by having one member of the class describe the picture in the JUNIOR QUARTERLY, followed by a short talk about wells. Explain that in many Eastern countries there is often only one well for a whole village, and that every one has to come to it for water. What is the name of the well in the picture? ("The parcel of ground," etc., v. 5, is a Samaritan tradition, based on a comparison of Gen. 33:19 with Gen. 48:22.) What is the woman doing at the well? Who is the man represented in the picture? In what part of Palestine is this well? Where had Jesus been just before this? Where was he going? By means of a map, or a simple diagram, show the class the position of Judea, Samaria and Galilee.

Bring out the main points in the history, religion and worship of the Samaritans (see Lesson Explained and the scholars' QUARTERLY). Ask why God allowed the king of

Assyria to remove the Israelites from Samaria, 2 Kings, 17:6-29. Recall Joshua's dying warning (Joshua 23:1-13, Lesson XII. of the First Quarter), and impress the lesson that disobedience brings punishment.

Ask who can read something to prove that many people had come to believe in Jesus, v. 1. Where was John the Baptist at this time? Matt. 4:12, 14:1-12. Why did Jesus leave Judea and go to Galilee? Who were the Pharisees? Explain that they had a great deal more influence in Judea than in any other part of Palestine. They had been hostile to John the Baptist and would likely be much more hostile to Jesus, because his ministry was more successful than John's. Ask what we can learn from v. 2. Our Lord did not baptize, because it was his work to baptize with the Holy Ghost, John 1:33. Show the class that the disciples had their own duties to perform.