

### THE LESSON GRADED

This section embraces teaching material for the various grades in the School.

#### For Teachers of Bible Classes

Discuss two aspects of Judas :

1. *Judas the false friend*, vs. 47-50. Bring out : (a) The enormity of Judas' offence, "being one of the Twelve." (b) The consciousness of Judas and the chief priests that Jesus possessed superhuman powers, and that there might be a popular rising. (c) The sign of betrayal as especially abhorrent to Jesus. Discuss it as a degradation of the highest expression of friendship to the basest designs of the enemy. (d) The attitude of Jesus as showing no personal enmity, but as indicating that He does not believe in the proffered affection. He does not resist, but by submission shows that suffering is part of the Messianic work.

For purposes of emphasis take up the method of Judas as a common occurrence in life. "As he drew near, the old charm of the master asserts itself in his soul and he feels he must salute Him affectionately. At the same instant it flashes upon him that the kiss which both smouldering love and cowardice compel may be utilized as a sign. Inconsistent motives? Yes, but such is human nature, especially in the Judas type; two-souled men, drawn opposite ways by the good and the evil in them; betraying loved ones, then hanging themselves. Show that Judas is a common type, and impress the necessity of making loyalty to Jesus supreme as the only safeguard against the power of evil within.

2. *Judas the despairing traitor*, ch. 27 : 3-10. See also Acts 1 : 16-19. The three facts to discuss for teaching purposes are : (a) Judas' testimony to the innocence of Jesus. Show how Judas' repentance took place when he saw Jesus condemned to death. Had he imagined Jesus would be set free? Or escape by His power? That he would get the money and Jesus still be safe? Was Judas' motive purely commercial? Urge the fearful nature of covetousness.

Discuss the remorse which inevitably follows the sacrifice of innocence for selfish ends when the truth is actually seen. Follow out

his desperate mental condition, his willingness to atone for his sin and his fatal act. View all this as the logical history of sin in the moral life. (b) The acknowledged wickedness of Jesus' enemies and their indifference to moral considerations in accomplishing the death of the Saviour. Bring out the peculiar conscience which observed the legal details, but broke its principles. (c) The final tragedy of sin is its inability to see itself as sin.

#### For Teachers of the Senior Scholars

How many of the disciples were with Jesus in dark Gethsemane? Where was Judas? When did we last see him? (John 13 : 30.) What was he doing while Jesus was bowed down beneath the awful agony in the garden? In our Lesson to-day Jesus and Judas meet for the last time. Discuss :

1. *The Betrayal*, vs. 47-50. Question out the particulars of this night-scene at the entrance of Gethsemane,—the great multitude with swords and staves, the glare of lanterns and torches (John 18 : 3), the traitor in front, the kiss of betrayal, the question which Jesus asked. Bring out that the most hateful element in this crime of betrayal was its treachery, and that it was the treachery of one who had enjoyed many opportunities of knowing better, and that it was treachery against the best friend man ever knew. Ask the class what they think of Archbishop Whately's apology for Judas, which Marie Corelli has worked up in Barabbas, that he did not intend the death of Jesus but merely wished to compel Him to exercise His power against His enemies and set up His kingdom on earth. Do the subsequent remorse and suicide of Judas lend any color to this theory?

2. *The Fate of the Betrayer*, ch. 27 : 3-5. Discuss the effect of Christ's condemnation upon Judas. The element of unexpectedness in it awakened the little bit of conscience which Judas had left. How can we account for his remorse? He began to see when it was too late what an awful thing he had done. Love of money had been his ruling passion : now his sense of guilt gains the mastery. Point out how the thirty pieces of silver depreciated in value when a sense of his guilt