

Our Mission Field—the World. Get reasons from the class for the command to begin at Jerusalem. What would be the advantages of challenging opposition in its stronghold? Would Jesus' great love for Jerusalem (Matt. 23:37) be a reason for the order? Where else would acknowledgment of Jesus as the awaited Messiah be more fitting? Point out the care taken that no community in Judea and Samaria should be neglected as unimportant. Question concerning neglected sections of our Dominion, and even of your own community. The Foreign Mission Forward Movement Chart, Our Field of Service, indicates clearly our church's share of "all the world." Have the pupils locate, on a map if possible, these six fields. Show that our task only means that each person in Christian Canada be responsible for two in foreign lands. Vision and zeal can do it.

Mission Work—Medical and Evangelistic. Show the parallel to this healing at Lystra in modern missions. The Forward Movement

chart entitled, *Additional Missionaries Needed in the Immediate Future*, asks for 12 medical, and 39 evangelistic, missionaries. Jesus was concerned about the whole man; and he too laid chief stress upon man's deepest needs. Note how this miracle of healing opened the way for preaching the gospel. This lesson affords an opportunity, not only of directing boys and girls to a life work, but also of finding out the predisposed. These should be reported to the minister, and carefully nurtured.

Missionary Heroism. The appeal of the heroic to Intermediates should be magnified here. Discuss heroes. Be prepared to tell of Livingstone's devotion. The courage of Mackay of Formosa or Robertson of Erromanga affords splendid illustration of Paul's spirit in continuing to witness, even to martyrdom. Consider reasons why each boy and girl should face the challenge of our mission fields.

FOR TEACHERS IN THE JUNIOR DEPARTMENT

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

Recall any event in connection with missions or missionaries which had interested the pupils. Ask the meaning of the word "mission." Refer to the mission of our armies to Europe, or any other mission. Bring out clearly the idea that a missionary is a person sent by one in authority to perform any service. Discuss the term "Christian missions." Dwell on each of the four points: (a) The one in authority. (b) Those sent. (c) Where they are sent. (d) The nature of the service. Have the Golden Text repeated. Ask who gave this command. To whom was it given? Under what circumstances? How had the disciples been trained to carry out the command? What further preparation were they to receive?

Have Acts 1:8 read in unison. To what event does the first part of this verse refer? How does Christ direct the work of his servants? Refer to the order mentioned: Jerusalem, their own city; Judea, their own country; Samaria, their nearest neighbor; then the uttermost parts of the earth. Show that we can all be missionaries in at least one

of these places. Our part is to

"Rise up and do the whole day through,

The duty that lies nearest."

Recall last week's lesson and the mission to Philippi. Tell the pupils that the events of this lesson occurred before the European visit. Ask who was with Paul at this time. At what places had they preached before they came to Lystra? Describe as graphically as you can the persecution of the apostles at Antioch and Iconium. Impress the fact that in these cities, many of both Jews and Gentiles believed, but that the unbelieving Jews had them expelled from Antioch, and would have had them stoned to death at Iconium, had friends not warned them, and so enabled them to escape.

Have one pupil tell the story of the lame man. Bring out the meaning of "impotent," "had faith to be healed." A writer says: "The man's heart must have shone out in his face and the Spirit within the apostle recognized that here was a fit subject to be made, by his cure, a sign unto the men of Lystra." How did the lame man prove that he possessed