

Judah and the pathetic appeal of Joseph. All this is registered in memory, and plays a prominent part in their after history. Teach the awful power of jealousy in life. Discuss it in the light of Jesus' teaching, that hatred is murder.

3. *The return of Jacob's sin upon himself increased tenfold in the treachery and cruelty of his sons.* Show how it overwhelms him.

4. *The changed outlook for Joseph.* His high ideals had met with a severe shock and he suffers great pain.

Close by impressing the truth, that God is over all. He has strange helpers in His world wide plan.

For Teachers of the Senior Scholars

Remind the class that for a few weeks we are to study the life of Joseph, a life full of tragedy and romance, the most beautiful life, save that of One, in the history of the world. What did this Hebrew lad inherit from his father, what from his mother, which contributed to his success in life? From his father he inherited the ability to get on in the world, and from his mother his beauty of face and character which exercised a mighty influence in shaping his destiny. Our Lesson to-day in the boyhood life of Joseph is an awful tragedy. There will be no difficulty in getting the scholars interested in this story. The following treatment will embrace all the features of this tragic story.

1. *The Conspiracy*, vs. 18-24. Who were they that conspired against Joseph? Why? In answer to this question bring out the incidents in the life of Joseph which had led his brothers to hate him so bitterly.—Jacob's partiality for the boy of his old age, Joseph's dreams, and his evil report of his brothers' doings. Was Joseph to blame in any way for awakening this ugly spirit in the hearts of his brothers? What was the nature of the conspiracy formed? (Vs. 18-20.) Who was it that led them to make a slight change in their plans? (Vs. 21-24.) Was this a merciful suggestion on the part of Reuben? Would it not have been more merciful to slay him at once, than leave him to die a slow death in that horrible pit? What was Reuben's intention in the matter? Have a talk with the class about what Reuben ought

to have said if he felt in this way towards his brother. He ought to have spoken out against this horrible deed. We never accomplish much by adopting Reuben's tactics in matters of wrong-doing.

2. *An Afterthought*, vs. 25-28. Picture the scene near the pit,—the feasting, the cries of anguish from the pit (ch. 42 : 21), the coming of the Midianite merchantmen. Who suggested a new plan? Was this a merciful suggestion? Which was the worse fate, to die in a pit in the desert or live as a slave in Egypt? Remind the class that some kinds of slavery—slavery to sin—are worse than death.

3. *An Evil Report*, vs. 31-35. Get one of the scholars to tell the device resorted to by the brothers, in order to convince their father that Joseph was dead. The teacher can make use of these incidents to impress upon the class how totally depraved the human heart can become through sin, that sin is always a degradation, that it robs us of all the finer human feelings. Our only salvation from sin is through Christ.

For Teachers of the Boys and Girls

The Lesson includes the whole of ch. 37, and the teaching should cover the whole ground. Recall, that in last Lesson, we saw Jacob on his way back from Haran to Canaan; now we see him settled, with his family in Hebron (see v. 1 and compare v. 14). The scholars will readily tell, in answer to questions, the incidents in the story of Joseph, leading up to his arrival at Dothan, where his brothers had plotted, first to kill him and then to cast him into a pit, vs. 3-23. The questioning and discussion, from this point on, may follow the Lesson Plan:

I. *JOSEPH'S CAPTIVITY*, vs. 23-30. What was the "coat of many colors" which the brothers stripped from Joseph? Describe the "pit" into which they cast him? Whose plan was this? What made it impossible for Joseph to escape without help? What would his feelings be? How did the brothers show their heartlessness? Whom did they see coming? Whence had they come? Whither were they going? What were they carrying with them? For what would these things be used in Egypt? What did Judah