

the question he raises? Point out how he takes advantage of this fresh opportunity to speak of the crucifixion and resurrection of Jesus. Help the class to recognize the wisdom of Peter in referring such an audience to such a passage as Ps. 118 : 22. Speak also of Jesus' use of this passage in Matt. 21 : 42. What sweeping claim for Christ is made by Peter at the close of his address? Does this mean that those who have never heard of Jesus' name are lost?

2. *The finding of the court*, vs. 13-18. What was there about the two apostles to excite the wonder of the Sanhedrin? Point out that "unlearned and ignorant" may mean little more than that they were not trained in

the traditions of the rabbis. They were laymen rather than official teachers. What stubborn fact faced the court in dealing with the case? What compromise did the Sanhedrin seek to effect?

3. *Christian courage*, vs. 19-21. Were Peter and John prepared to accept the compromise? What stand did they take? Call attention to : (a) their loyalty to conscience, and (b) their courage. Question the class as to the apostles' need for courage, and as to the source of their courage. Contrast their humble position with the authority and standing of the court. What lesson can we learn from the apostles for our Christian life to-day?

FOR TEACHERS IN THE SENIOR DEPARTMENT

Teachers in the Senior Department should study carefully the scholars' materials in the HOME STUDY QUARTERLY OF LEAFLET.

To-day the lesson for Seniors is on THE NEED AND SOURCE OF CHRISTIAN COURAGE. This will be best taught by going through the lesson passage as it stands, letting the story make its own impression. There are three things in the passage.

I. PETER'S DEFENCE, 8-12. How Peter and John were arrested in the temple, after the healing of the lame man and brought before the Sanhedrin, is told in vs. 1-7 (see the comment on these verses in The Lesson Explained). These verses give the setting of the lesson. The story of the defence may be taken up, phrase by phrase :

"Filled with the Holy Ghost," v. 8. Bring out the significance of "filled" (see The Lesson Explained), and emphasize the filling with the Holy Ghost as the explanation of Peter's boldness. "Rulers . . . and elders." It took no little courage for a plain man like Peter to stand up and speak in the presence of these great men of the nation. "Examined," v. 9. Peter and John were on trial. "The good deed." This was a fact; the Sanhedrin were calling what the apostles had done a crime. Peter says right out, that it was "a good deed." "The name of Jesus Christ," v. 10. Call attention to the courage required to mention that name so hated by the Jews. "Whom ye crucified." Point out the boldness shown in bringing home to these

Jewish rulers, the crime of their nation. "Whom God raised from the dead." Again, a statement that would greatly offend the hearers. Go on to show how every word of vs. 11, 12 reveals the courage of the speaker.

II. THE COUNCIL'S SENTENCE, vs. 13-18. Direct attention to the impression which Peter's defence made upon the Sanhedrin. What made the boldness of the apostles the more remarkable in the eyes of the rulers? How did they account for it? (V. 13.) Bring out the convincing testimony which the council had before their eyes, v. 14. Discuss the perplexity of the council. Ask the scholars what these rulers ought to have done and why they did not do it? (Vs. 15, 16.) Call for the command which was laid upon the apostles, and start discussion about when it is right to disobey earthly rulers. (Vs. 17, 18.)

III. THE ANSWER OF PETER AND JOHN, vs. 20, 21. Bring out clearly how the two apostles set before them, on the one hand the command that came to them from the Sanhedrin, and on the other the duty which they owed to God. Dwell upon the courage which was shown in making the choice.

Apply the lesson to the experience of the scholars. Get from them, or suggest to them, circumstances in which there is a