

not be otherwise in the service of God. Is the work of a minister hard and its remuneration small as compared with that of other professions? Is the missionary to the heathen put in peril of his life? All the better oppor-

tunity is there for young men to prove their mettle by enduring hardness as good soldiers. Caleb undertaking his great task at eighty-five should shame every youth into great adventure for Christ.

TEACHING HINTS

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

For Teachers of the Older Scholars

Study the intervening section of history, which occupied about seven years (see Connecting Links.)

1. *Caleb's plea*, vs. 6-12. Study his history. He was the son of Jephunneh, the Kenezite, a descendant of Kenaz, the son of Esau. His family, therefore, were probably proselytes. Their faith was that of personal conviction, was well-grounded and heroic. In his plea he was supported by his tribe. He was not only nominally a leader, but had the personal confidence of his people. He advanced two reasons in support of his application. (1) God, by Moses, had promised it (vs. 6, 9, 12): about 45 years before he had been promised a possession in Canaan. He had since then fully served God. This promise had been confirmed (Num. 14 : 24 ; Deut. 1 : 36), and as he had helped conquer for others, he now seeks his own. (2) His personal services, vs. 7, 8, 10, 11. He is not boasting, but thankfully recounting what God had enabled him to do. He spied out the land, gave a good report, urged the people to go forward, and in the long years of service, he had been faithful. He requests that Hebron be his inheritance. This was in southern Palestine, about 600 feet higher than Jerusalem. He did not dread the giants, as he was still strong and firmly trusted in God as his helper.

2. *The request granted*, v. 13-15. Think of the feelings of these two men, Joshua and Caleb. They alone remained of all who had been at Kadesh-barnea forty-five years before. Caleb was the more prominent on that occasion. Note the kindly, generous feeling. Joshua blesses his old friend, and gives him his inheritance, which he conquered, as a testimony to his heroic, unselfish service and trust in God. The old name was changed, and remains a

memorial of this great man's courage.

The Lesson is a beautiful illustration of faith and patience in the over-ruling plan of God. Caleb is a character of heroic temperament, brave, strong, courageous, seeking the best, yet entirely unselfish in seeking the welfare of others. He waited forty-five years for his share, and then had to conquer it. He was faithful in small things, and won in large interests. Let the teacher emphasize this. There is always apt to be failure in the small things, in the doing of ordinary duties. There is need of faithfulness in small things, doing ordinary work well; and then the reward will come. This has reference to every branch of work and type of character.

For Teachers of the Boys and Girls

An old man (How old?), with a young, brave heart, is our study in this Lesson.

1. *Who he was*. Through questioning, with a hint or two to help them on (see Exposition) the scholars will be able to "place" Caleb—a Kenezite, belonging to Esau's descendants, but adopted into the tribe of Judah, and already forty years old, when the Israelites left Egypt. How came he, then, to be still alive. The next heading brings the answer.

2. *What he had done*. This will carry the class back to the sending out of the twelve spies (Num. 13). Bring out the story of the enterprise, and especially Caleb's sturdy stand for faith and duty, Num. 13 : 30 ; 14 : 6-9 ; and what the people thought of him, and what the Lord thought of him, Num. 14 : 10. Caleb was "good stuff". There can be nothing sturdier in any man, nothing that will make him stronger and more valiant, than faith in God. The scholars will wish to talk on this definition of "good stuff". The talk should be profitable.

3. *What he now asks*. A question or two about the Book of Joshua will be apropos. It is divided into two parts, chs. 1-12, telling