### SCHOLARS' NOTES-

(From the " Little Pilgrim Question Book," by Mrs. W. Barrows. Congregational Publish ing Society, Boston

### LESSON XI.—SEPT 15.

IMPORTUNITY IN PRAYER.—Luke xi. 5-13.

5. And he said unto them, Which of you shall have a friend, and shall go unto him at midnight, and say unto him, Friend, lend me three lowes?

Por a friend of mine in his journey is, come to me, I have nothing to set before him!

7. And he from within shall answer and say, Trouble me not; the door is now shut, and my oblidden are with me in bed; I cannot rise and give thee.

788. I say unto you. Though he will not rise and give him because he is his triend, yet because of his importunity he will rise and give him as many as he needeth.

9. And I say unto you, Ask, and it shall be given you; seek, and ye shall find; knock, and it shall be opened unto

10. For every one that asketh receiveth; and he that seketh findeth; and to him that knocketh it shall be

opened.

11. It a son shall ask bread of any of you that is a father, will be give him a stone? or if he ask a fish, will be for a fish give him a serpent?

12. Or if he shall ask an egg, will he offer him a scorpion?

13. If ye thon being evil, know how to give good gifts anto your children; how much more shall your heavenly. Pather give the Holy Spirit to them that ask him?

Golden Text.-" Men ought always to pray, and not to faint."-Luke xviii, 1.

1. What did the disciples ask the Saviour to do for them?

Ans. To teach them to pray.

2. What form of prayer did he give them I

Ans. That which we call the Lord's Prayer, and which every Sunday-school child ought to know by heart.

3. What did he then go on to show them!

Ans. That, if they wished to be blessed, they must pray with importunity.

4. What is importunity?

Ans. A continuous asking, that will not be denied.

5. What illustration did he give them? Vers. 5-8.

6. What is an illustration ?

7. What do you learn from these four verses !

Ans. That we must not be discouraged if we do not have an immediate answer to prayer, but keep on asking.

8. How many commands and how many promises de you find in ver. 9?

9. Do these promises mean that we shall have every thing we ask for?

What do they mean?

Ans. If we ask for things which it is best for us to have, and ask in the right way, we shall have them.

11. Who knows what is best for us?

12 What are some things which we are sure it is right to ask for 1

Ans. To be made more holy and more use 13. Why may God sometimes delay ausworing ever such a prayer?

Ans. To see if we are really in earnest, and will ask again and again.

14. What further illustration did the Saviour use? Veri 11,12.

15. Explain the meaning of these verses.

Ans. If children make proper and reasona-ole requests of an earthly father, such requests would be granted.

18. What does he then say of our heavenly .Father i 17. Why is God more willing to bless us than earthly parents to bless their children?

Ans. Because he loves his children more tenderly than any earthly parent can love a child, and he knows just what we need.

18. May we bring the little things of our every day life to God in prayer? 19. May we ask him for health, and happiness and riches, and all such things?

Ans. We may; but, as we are not sure that these things would be best for us, we must always add, "Thy will be done."

20. What is the best and greatest gift that God can giv

Ans. The Holy Spirit, because if we have him in our hearts he will lead us to heaven and eternal life.

21. If God is so willing to give us his gift of his Spirit why should we be witnest it?

ANS. We alone are to blame.

22. How must we ask if we would have our hearts filled with the Holy Spirit?

Ans. Humbly, earnestly, with faith, and with importunity.

23. What does the Golden Text say of prayer?

24. How often do you pray?

25. Do you ever pray in your heart without speaking my words?

We will ask our friends this week to "PRAY FOR US."

## LESSON XII.—SEPT. 22.

Warning Against Covetousness.—Luke xii. 13-23.

13. And one of the company said unto him, Master, speak to my brother, that he divide the inheritance with me.

14. And he said unto him, Man, who made me a judge a divider over you i

18. And hosaid. This will I do: I will pull down my barns, and build greater; and there will I bestow all my fruits and my goods.

19. And I will say to my soul, Soul, thou hast much goods in I up for many years; take thine ease, eat, drink, and he nere.

20. But God said unto him Thou fool, this night thy soul shall be required of thee; then whose shall those things be, which thou hast provided?

21. So is he that layeth up treasure for himself, and is not rich toward God.

22. And he seed and the said and the said

not rich toward God.

22. And he said unto his disciples, Therefore I say unto you. Take no thought for rour life, what ye shall ent; neither for the body, what ye shall put on.

23. The life is more than meat, and the body is more than raiment.

Golden Text -" Take heed, and be ware of covetousness."—Ver. 15.

Repeat the Tenth Commandment. Exod. xx. 18,
 Whose commandment is this?
 What led the Saviour to talk of this sin? Vers. 18,14.

4. How did he warn his disciples? Ver. 15.
5. What is coverousness?

ANS. A strong desire for something which belongs to another.

6. Has this word any other meaning !

Ans. Yes: it also means an undue love of money, and a desire to get it and hoard it.
7. What parable did Jesus relate to his disciples? Vers 16-19.

8. What is a parable !

Ans. A short story, to explain some truth.

9. Was the rich man to be blumed for having good crops and a pleutiful harvest?

ANS. He was rather to be praised for thrift and industry.

10. What was his great mistake?

Ans. In laying it up for himself, instead of sharing it with the poor and needy.

11. Whatis the duty of those who have plenty of this world's goods?

Ans. "Thou shalt love thy neighbor as thyself."

12. Mention another great mistake of this rich man

Ans. His plans were all for this world, and he made no preparation for another.

13. What did God say to him? Vor. 20
14. Why is it hard for a rich man to be a good n
15. Who is like this foolish rich man? Ver. 21
16. What is it to be "rich toward God"?

Ans. To give God our best love, and have him for our friend and portion forever.

17. What charge did Jesus next give his disciples vers. 22,23.

18. Does this mean that they are really to take no care of these things 4 results and the property of the care Ans. It means that they are not to take too

much care and be over-anxious about them.
19. What is coverousness called by the apostle Paul 9;

Ans. Idolatry (Col. iii. 5)... 20. How is a covetons person an idolater l

with it?

Ans. He loves riches more than anything

21. To what other sins will coverousness be likely to

Ans. To dishonesty and wrong-doing.

22. From what will every love tone man be announced.

Ans. "From the kingdom of Christ and of God." (Eph. v. 5)25

3. When you find yourselves thinking too much of tonony, what will you remember ? Golden Text.

24. If you had plenty of money, what would you do

· Command of Christ for this week, "LAY UP FOR YOURSELVES TREA. SURES IN HEAVEN."

## THE WORLD MOVES.

The following is from an article on "Japan ad its Hopes," in the New York Independent, and its Hopes," in the New by the Rev. J. L. Atkinson. "The multiplication of s

by the Rev. J. L. Atkinson.

"The multiplication of schools is a clear indication of a noble purpose to enlighten the masses. The common school system (as is well known) is modelled on our American plan. Boys and girls (Americans who know little of Asiatic customs can hardly appreciate the need of the word girls being written in Italies; but those who do know of them will appreciate the emphasis) study together. They study the same books and have the same teachers. In the common schools the girl is as highly favored as the boy. Further, that these common schools may have capable teachers, normal schools are being oreated in every governorate in the empire. A large building for this purpose is now almost completed, in this city of Kobe. Over 200 students are expected from the very first.

Every city, town, and little village is ambitious to be known as one in which there is a good school or schools. The revolution of thought that comes to the peasantry and others through the instruction that their children receives the common calculation. ceive in the common schools is astounding to ceive in the common schools is astounding to them. Speaking to a group of farmers one day about the existence, etc. of God, I happento speak of the revolution of the earth around the sun. One said: "Is that really so?"

I replied: "Don't your children go to school?"

15. And he said unto them. Take heed, and howers of covetousness: for a man's life consisted more in the abundance of the things which he possessell. The result of the covetousness of the things which he possessell. The result of the result of the certain rich man bronght forth plentifully:

16. And he thought within himself, snying, What shall!

17. And he thought within himself, snying, What shall!

18. And he heard The will for the late with a will do not come where to bestow my finite?

19. And he heard The will for the late with a will do not come where to be tow my finite? ing lies or saying it just for the sake of talk." The old Buddhistic ideas of creation and providential care are handled with unconscious severity and telling effect by the little folk who are still in their primers. The education of the children is no longer in the hands of priests. It is entrusted to the most capable and wide-awake young men of the empire. And these men have no sympathy with Buddhism, Shintoism, or any other ism. "Enlightenment" is their watchword and the motive and aim of all their endeavors. Besides the common schools, there are for the young men schools of almost every description. The latest in Kobe is a business college for young merchants. Here all the branches that are taught in a business college in America are taught, both theoretically and by mimic transactions. Higher schools for the girls are still lacking; but as the common schools begin to graduate students it is highly probable that higher schools for the girls will be created. Woman has, however, so long been the servant or plaything of the man that it will take time for the Japanese to apprehend woman's true place in the social economy. The apprehension is being hastened. The residence of young men abroad in Christian and enlightened family circles; the works of travel, telling of the manners and customs of enlightened nations; the living among them, of intelligent Christian families, missionary and otherwise, are workners and customs of enlightened nations; the living among them of intelligent Christian families, missionary and otherwise, are working a revolution on this subject. Educated young men, who have been abroad, return, and find few if any young women who are capable of being the wives the want. Some of these men now yearn for a home, with all its social companionships and sweet ministries of love and intellectual helpfulness. A young man of rank wrote to me last year asking if in our girls' seminary here we had not a young lady who would make him a good wife? He spoke of his rank, his income, his education in America, and then said that he wanted a wife who could take some true interest in the things which interest him so much." He felt that he could not marry unless he found one who could be a companion to him and who could which interest him so much?" He felt that he could not marry unless he found one who could be a companion to him and who could make him a home. I knew of one who would be what he seemed to want. When the matter was referred to the lady, it was discovered that education, Christian truth and sentiment, and some mingling with Christian provide had so education, Christian truth and sentiment, and some mingling with Christian people had so changed the ordinary Japanese maiden's views on the subject of marriage that she said, without any hesitation, that, "slthough she appreciated the young man's rank, wealth, education, and the honor he offered her, yet, as she did not love him, she could not become his wife!" Here, certainly, was some indication of "enlightenment," "liberty," "reformation," "progress!" It is sincerely to be hoped that this will continue, until every maiden in all the land may come to have the same sentiment and be enabled to act in the same womanly way.

ment and be enabled to act in the same womanly way.

This one young man's position is the position of hundreds in the empire to-day. This state of things being so consciously unsatisfactory, there can be but little doubt that higher schools for girls will gradually be created, and intelligence be the portion of both sexes."

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