

the possibility of making our lives Spirit-led lives, of making sure that we are going where God wants us to go, and are doing what God wants us to do. Make clear that this is the blessed privilege of every life. Bring out the gist of the prophet's message,—the reminder, the promise, and the warning of v. 2; the reference to their own history in confirmation of all this (vs. 3-6); and the exhortation, v. 7. Flushed with victory as they were this message would have a sobering effect. It would keep them from forgetting God. Impress upon the class that this message is as modern as to-day. We need it just as much as Asa did, and we need it especially when most successful in life.

2. *The King's Reforms*, v. 8. What effect did the prophet's words have upon Asa? Remind the class that God's words are always intended to encourage us. There is no other book so full of encouragement and inspiration as the Bible. What reforms did Asa effect? Asa found it a hard job to get rid of the evil things which had established themselves in the land. Help the class to see what a hard thing it is to get evil things out of the heart and life,—evil appetites and passions and habits. We can save ourselves this painful ordeal by not allowing these evil things to get possession of us.

3. *The National Covenant*, vs. 9-15. Note what a great gathering it was, and how necessary it was that there should be a great religious revival like this in order to give greater stability to Asa's reforms; and note the intense enthusiasm which prevailed. Bring out how necessary enthusiasm is in order to accomplish anything worth while. It is people who have some go in them who make any work hum. Learn from this bit of sacred history that we have no reason to be afraid of religious enthusiasm. A little more religious excitement would do the most of us good.

For Teachers of the Boys and Girls

Ch. 14: 9-15 should be included in the materials for the day's Lesson. The teacher will then have three scenes to make vivid before the minds of the scholars.

1. ASA AND ZERAH, ch. 14: 9-15. Question about the immense army of Zerah (who he

was, The Lesson Explained tells),—a round million of soldiers and 300 chariots (v. 9),—and, over against this tremendous host, Asa's force of 580,000, scarcely more than half Zerah's army. Point out Asa's prayer to God (v. 11) and its answer in the glorious victory for Judah. Bring out the details of the thrilling story, and lay stress on Asa's having done "that which was good and right in the eyes of the Lord his God" (ch. 14: 2) as the reason why his prayer was heard and the glorious victory granted to him.

II. ASA AND AZARIAH, ch. 15: 1-7. Who Azariah was, who sent him to Asa, where and when the meeting took place, should be brought out by careful questioning. Press home, using illustrations which the scholars will understand, the truth that, if we wish to have God on our side, we must be sure that we are on His side. Help them, with any needed explanations, to see the force of the allusions to Israel's past history. Dwell on the encouraging and inspiring words of v. 7. Bring out how the help that Asa had received in answer to prayer would make him strong and full of courage to work for God, and draw the lesson that every time we ask and get help from God, we shall be made stronger and braver for the next task or temptation.

III. ASA AND THE PEOPLE, vs. 8-15. These verses tell how the king, after hearing the words of Azariah, went right on with the work which he had already begun (ch. 14: 3) of rooting idol worship out of the land. We have, also, an account here of a great gathering of the people in Jerusalem. Question about the time,—the month in which the Feast of Pentecost was held; the offerings,—the opportunity should not be missed for a word about the duty and privilege of giving for God's work; about the covenant and the earnestness with which the people entered into it; about the solemn oath with which the people pledged themselves to love and serve God; about the great joy of the people and the peace which God gave to them.

Two questions the teacher should press upon each scholar: (1) Are you on God's side? (2) If you are on God's side, ought you not to make it known by an open confession? The Lesson leads naturally to an appeal for decision.