

6: 7. Why should they be commanded to avoid the Gentiles and Samaritans, and was this command intended to be temporary only? The reference to the "lost sheep" may be understood in the light of Matt. 9: 36. Have members of the class express their opinion as to which of the "marching orders" are of primary importance. Paraphrase the message, "The Kingdom of heaven is at hand." Note that the ambassadors' work is exactly the same as that carried on by the Master hitherto. Explain the various features of this ministry. Does the command, "freely give" suggest that the apostles were somewhat appalled at the magnitude of their task, and doubtful of their abilities?

Protection Assured, vs. 29-31. Question the class about the protection afforded by any nation to its ambassadors. Point out the probable need of the apostles to which this encouragement was first spoken. An interesting light on the poverty of the day is cast by the illustration of the sparrows. These were sold to the poor people for food. Doubtless Jesus, as a lad, had often watched them fluttering in their cages in the marketplace at Nazareth. And the conviction came to him that the Father in heaven even

watched over them. Need the apostles have any fears then? They are assured of the utmost protection, v. 30.

The Stern Demands of the Kingdom, vs. 37-39. Question the class about Jesus' regard for the family relationships. At the cross, he showed his concern for the future of his mother. Emphasize and illustrate the fact that no loyalties, however worthy, can take precedence of our loyalty to Christ. Probably the problem may be raised of a clash between Christ's call to a life-work, and the wishes of parents. Even the wounding of loved ones may be necessary for Christ's sake. Explain the significance of "taketh not his cross" in the light of the custom of having the condemned person carry his cross to the place of execution. Will your pupils back away from the call to sacrifice?

How the Ambassadors Should be Treated, vs. 40-42. What meaning had these words to the people generally and to the apostles? Have the class discuss the proper attitude to the ambassador of Christ and to his message. Consider the relation of this message to the pension funds of our church. Close with the thought of the privilege of giving full-time service to Christ.

FOR TEACHERS IN THE JUNIOR DEPARTMENT

Teachers in the Junior Department should study carefully the scholars' materials in the JUNIOR QUARTERLY or LEAFLET.

Read also Mark 6: 7-11; Luke 9: 1-6, 10: 1-20.

Have the Golden Text repeated and question to test the pupils' knowledge of the circumstances under which the words were spoken. (See last lesson.) Ask the members of the class to suggest different names given to a person who is sent with authority to deliver a message or transact business for another. Try to draw from them the words apostle and missionary, and when the meaning of these words is clear, develop the meaning of the term Christian missionary. To-day's lesson passage is part of St. Matthew's account of the sending out of the first Christian missionaries, who in the Bible are called apostles.

Who sent these missionaries out? How many were there? Where can we find their

names? Vs. 2, 3. Have these names repeated or read and explain that Matthew only names them in pairs, but Mark says they were sent out in pairs, Mark 6: 7. Encourage your pupils to memorize the apostles' names. Where were these missionaries told not to go? V. 5. Explain who the Samaritans were. (See 2 Kgs. 17: 5 and 24.) They accepted only the first five books of the Old Testament as the Word of God and were despised by the Jews. Where were they told to go? V. 6. The gospel was preached to God's chosen people (Israel) first. Afterwards it was sent to all nations. (See Acts 1: 8.) What were the missionaries told to say? V. 7. What were they told to do? V. 8. These apostles were ordinary Galilean fishermen and tradesmen. How had they been fitted for this