

following outline may be followed :

1. *The King's Star*, vs. 1, 2. Take up, first, the birthplace of the new king, "Bethlehem of Judea." Bring out all available information about this place (see Lesson Explained). What fact did Matthew wish to emphasize by the special mention of Judea?

The birth of Jesus is related to the world history of his time. It took place "in the days of Herod the king." For information about this ruler, see Lesson Explained. Did Matthew have in mind the contrast between the true king of Israel and Herod the usurper?

Who were the Wise Men? How had they learned of the Jewish expectation of a Messiah? Where was "the east?" What is meant by "his star?" In what sense did the Wise Men "worship" Jesus? What significance is there in the mention of the coming of those Gentiles, in a Gospel written specially for the Jews? For material for the discussion of these questions, see Lesson Explained.

Discuss the testimony of these two opening verses to the true kingship of the little child born at Bethlehem. The appearance of the star and the visit of the Wise Men,—did not these, on any explanation, point to Jesus as a king, even though he was, for the time, a helpless child?

2. *The King's Foe*, vs. 3-8. "Herod the king . . . was troubled." Discuss why this was so, and why "all Jerusalem" shared in the king's

anxiety and dread. Follow out Herod's scheme for getting the infant Jesus into his power. Bring out, in passing, the features of Matthew's Gospel, that it condemns the national and religious leaders of the Jews, while it shows that the life of Jesus the Messiah was a fulfilment of prophecy.

Is there any evidence of Jesus' kingship in this disturbance which his birth made amongst the Jewish authorities and people? Does it not show, at any rate, that he was no ordinary person, but one who was to fill a large place amongst God's chosen people and in the world?

3. *The King's Worshipers*, vs. 11, 12. The teacher should have all the details of the Wise Men's actual visit to Bethlehem at his fingers' ends (see Lesson Explained and HOME STUDY QUARTERLY or LEAFLET), so as to be able to guide the discussion. Bring out clearly the recognition by the visitors from the East, of the kingship of the infant Jesus.

4. *The King's Deliverance*, vs. 13-15. Dwell briefly on the flight to Egypt, dwelling upon the evidence it gives of the fact that Jesus was under special divine care,—another indication that he was some great one. Who could he be if he were not the Messiah, God's anointed king?

Do not miss the personal application. If Jesus is King, he is our king, and, as such, he should receive the obedience and service of our lives.

FOR TEACHERS IN THE INTERMEDIATE DEPARTMENT

By Rev. C. F. McIntosh, B.D., Campbellford, Ont.

Teachers in the Intermediate Department should study carefully the scholars' materials in the INTERMEDIATE QUARTERLY or LEAFLET.

At the beginning of this six-months' course of studies in the life of Christ, it may be well to recall our spiritual aim: "To create a permanent interest in heroic and holy living, and to arouse a moral impulse to reproduce in life the truth taught." These lessons will present the opportunity for doing this in a superlative degree.

Looking for a New King, vs. 1, 2. The incident quoted from Plutarch in the INTERMEDIATE QUARTERLY or LEAFLET, sheds light upon religious conditions in the pagan world. The quest of the wise men shows

how the Jewish expectation of a deliverer had reached and moved those outside Israel. Question the class to bring out these facts concerning the situation when Jesus was born. Refer to the prophecy of the coming Messiah in the Daily Readings. Picture features of Roman rule which served to heighten the desire for the new king.

The New King Meets with Enemies, vs. 3-8. Ask pupils to tell what they know about Herod. Note the significance of the Jews' request at the time of his death that another king should not be appointed. Why was he