

about a slave was an unusual thing among masters, who frequently were very cruel. Does the ready response of Jesus seem wonderful to the pupils, when they remember how the Jews often suffered from the Roman soldiery?

Great Faith Rewarded, vs. 8-13. Note that in Luke's account the centurion, who almost certainly was a Gentile, had Jews appeal to Jesus on his behalf. The fact that he had built for them a synagogue indicates his appreciation of the Jewish religion, and here he shows a knowledge of their prejudice against entering the dwelling of a foreigner. Have the class put in their own words the expression of faith which caused Jesus to marvel. Point out his humility in speaking of himself as "under authority." Where had he gained this confidence in Jesus' authority over disease, by speaking "the word only?" Lead the class to see the wonder of this instantaneous cure. We can understand how the centurion and the witnesses generally would be impressed.

The Nature of Jesus' Work, ch. 9: 35. Select from the Daily Readings, verses which indicate the breadth of Jesus' healing ministry, and have the class read them. Note the phrase "healing every sickness and every disease." But though this power over men's bodies was so wonderful, it did not close the Saviour's eyes to a greater need. "Teaching" and "preaching" were carried on to present and explain the message of salvation from sin.

How Jesus was Affected by Human Need, vs. 36-38. Find out whether the pupils are impressed with the wonderful compassion of Jesus. Note the literal reading, "was gripped in his heart concerning them." Relate the yearning and appeal for laborers to the figure of an unshepherded flock. The closing verse presents a great opportunity to speak of to-day's waiting harvest in many lands, and the possibility of all sharing. If your pupils can be led to honestly pray for reapers, many will inevitably offer themselves for the work.

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 Luke 7: 1-10; Mark 1: 29 to 2: 12.

Connect this lesson with the three preceding ones by a few questions to test how much the pupils have learned from reading their Bibles and their QUARTERLIES or LEAFLETS about the events spoken of in vs. 1-4. Then ask what city is named in to-day's lesson and what the members of the class know about Capernaum. (See *The Lesson Explained* and QUARTERLY or LEAFLET, Lesson III., and tell of Jesus' prediction. See ch. 11: 23.) Who are the principal people mentioned in the first part of to-day's lesson story? What does the word centurion mean? Have vs. 5 and 6 read silently and ask one pupil to retell the part of the story learned from them. Ask how Jesus would be likely to feel toward officers in the Roman army and show that this centurion had won the good-will of the people. (See Luke 7: 4, 5.) Invite opinions as to the kind of master the centurion must have been

and the kind of service he received from the sick man. How are these opinions affected by Luke 7: 2? There is an opportunity here to discuss the respective duties of employer and employee.

What does v. 7 tell us about Jesus' treatment of the centurion's request? Does the Bible tell of his ever refusing to listen to and help any one who came to him? Will he listen and help now as he did then? Who can repeat a verse which proves that he will? (See Heb. 13: 8; Matt. 21: 22; Luke 11: 9; John 14: 13.)

Have the centurion's reply (vs. 8, 9) read and ask who can explain why he did not wish that Jesus should enter his house. Make clear the contempt with which orthodox Jews regarded Gentiles and impress the faith, the courtesy and the modesty of this Gentile.

The curing of the nobleman's son (see John 4: 46-56) had occurred some time earlier so the centurion would know that Jesus possessed the power of healing without