

The Years Pass On.

"WHEN I'm a woman you'll see what I'll do—
I'll be great, and good, and noble, and true;
I'll visit the sick, and relieve the poor—
No one shall ever be turned from my door;
But I'm only a little girl now,"
And so the years passed on.

"When I'm a woman," a gay maiden said,
"I'll try to do right and not be afraid;
I'll be a Christian, and give up the joys
Of the world, with all its dazzling toys;
But I'm only a young girl now,"
And so the years passed on.

"Ah, me!" sighed a woman gray with years,
Her heart full of cares, and doubts, and fears,
"I've been putting off the time to be good
Instead of beginning to do as I should;
And I'm an old woman now,"
And so the years passed on.

Now is the time to begin to do right;
To-day, whether skies be dark or bright,
Make others happy by good deeds of love,
Looking to Jesus for help from above;
And then you'll be happy now,
And as the years pass on.

—Selected.

LESSON NOTES.

THIRD QUARTER.

STUDIES IN THE OLD TESTAMENT.

B.C. 1491] LESSON I. [JULY 1

GOD'S COVENANT WITH ISRAEL.

Exod. 24. 1-12. Memory verses, 7, 8

GOLDEN TEXT.

I will be to them a God, and they shall be to me a people. Heb. 8. 10.

OUTLINE.

1. The Covenant of Israel.
2. The God of Israel.

TIME.—1491 B.C.

PLACE.—In the wilderness, occupying the peninsula between the two northern gulfs of the Red Sea, and at its southern part before Mount Sinai.

EXPLANATIONS.—*Come up unto the Lord*—That is, come up into Mount Sinai, or upon the mountain whose summit was capped with the darkness which indicated God's presence. *Moses wrote all the words*—Notice the assertion that the record of the law is the work of Moses. *Twelve pillars*—Heaps of stones, or pillars built to represent the people, as the altar represented God. *Young men*—Consecrated for this purpose, and probably the priests meant in Exod. 19. 22. *Oxen*—A general word to represent animals. The author of Hebrews says Moses offered calves and goats. *Book of the covenant*—That is, the writing described above. *They saw God*—That is, some symbol of his glory: in Dent. 4. 15, Moses says they did not see any form. *Paved work of a sapphire stone*—Rather a pavement made of sapphire stones, which are very brilliant gems. *Bodies of heaven in clearness*—That is, transparent and clear as the broad, open heavens. *Tables of stone*—Better, tablets of stone, or flat, hewn stones, engraven on both sides. The law was to be put in imperishable form.

TEACHINGS OF THE LESSON.

Where, in this lesson, are we taught—

1. The duty of obeying God?
2. The duty of worshipping God?
3. The duty of teaching God's law?

THE LESSON CATECHISM.

1. What was the first thing Moses did after receiving the law? He came and told the people. 2. What did the people respond? "All that the Lord hath said will we do." 3. How was this covenant publicly sealed? By a solemn service and a covenant feast. 4. What represented the people and their pledge in the service? Twelve pillars sprinkled with blood. 5. What promise did God make to his people as the divine part in this covenant? "I will be to them a God," etc.

DOCTRINAL SUGGESTION.—The nearness of God.

CATECHISM QUESTIONS.

1. How did all these things come into being?
By the will of God; who created all things and brought all into their present order.
Genesis 1. 1. In the beginning God created the heaven and the earth.
Psalm xxxiii. 9. He spake, and it was done; He commanded, and it stood fast.
Hebrews xi. 3. By faith we understand that the worlds have been framed by the word of God, so that what is seen hath not been made out of things which do appear.

B.C. 1491] LESSON II. [JULY 8

THE GOLDEN CALF.

Exod. 32. 15-20. Memory verses, 19-21

GOLDEN TEXT.

Little children, keep yourselves from idols. 1 John 5. 21.

OUTLINE.

1. The Tables of Stone.
2. The Calf of Gold.

TIME AND PLACE.—The same as in the last lesson.

EXPLANATIONS.—*Tables of the testimony*—The two tablets of stone. *The work of God*—That God could make such tables by his own power is not to be wondered at. He made the earth and all things that are. *Noise of them that sing*—Moses had been an Egyptian priest. He recognized the peculiar noise which accompanied the worship of the sacred bull in Egypt, and before he saw knew what must be in progress. *He saw the calf and the dawing*—This abomination which roused his wrath was the common form of idol worship at that day in Egypt. *Waxed hot*—Grew fiercely angry. *Burnt . . . ground . . . to powder*—See Dent. 9. 21. By some means he utterly destroyed it. This must have taken many days, or at least it was not done in a brief time. *We wot not*—Know not. *There came out this calf*—A very unsatisfactory account of the building of a furnace, the making of a mold, the melting of the gold, and the casting of the image.

TEACHINGS OF THE LESSON.

Where, in this lesson, are we taught—

1. That we ought to revere God's law?
2. That it is right to hate evil?
3. That sin brings sure punishment?

THE LESSON CATECHISM.

1. When Moses went down the mountain what did he carry with him? Two tables of stone. 2. What was peculiar about these two tables? They were the work of God. 3. While God was making tables for the people, what had the people done? They had made a molten image. 4. What did Moses call this act of the people? A great sin. 5. What has been the great sin of the whole world? "Covetousness, which is idolatry." 6. What is the warning which our GOLDEN TEXT utters? "Little children," etc.

DOCTRINAL SUGGESTION.—Idolatry.

CATECHISM QUESTION.

2. Why did God create all things?
For his own pleasure: to show forth his glory, and to give happiness to his creatures.
Revelation iv. 11. Worthy art thou, our Lord and our God, to receive the glory and the honour and the power: for thou didst create all things, and because of thy will they were, and were created.

The best way to guide the reading of children is to leave useful and interesting books in their way. A rigorous supervision makes that a task which ought to be recreation. Boys and girls will often read with interest what they find of themselves, which they would dislike from the start if they were told that it is good for them. Healthy works of fiction are by no means to be forbidden to those who spend a large part of the day in studying text-books. They need the rest of mind which is afforded by stories of manly tone and spirit.

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