

They live simply to make money, and care nothing for true manhood. Others bury their souls in tombs built of pleasure and

ambition. Anything to which we sacrifice the noblest and highest impulses of our nature is a tomb for the soul.

TEACHING HINTS AND HELPS

The lesson is about a young man who was seeking to find his way.

It should not be difficult to arrest the attention of the most careless class by the problem of a person in a strange city in the midst of a tangle of streets, trying to discover which one he must follow to reach his friend's home; or of a man on the prairie, or in some net-work of mountain paths, puzzling as to which way to go. Only be careful not to make your illustration stronger and more attractive than the truth you intend to illustrate. All the time you are working out the illustration, keep an eye upon what is to follow.

Let THE YOUNG MAN'S SEARCH be the topic.

1. *He was seeking for something worth while*—"Life." What will a man not give for his life? The scholars will readily supply instances of men selling their lives dearly in battle, or when attacked by miscreants. Remind them also of how painstakingly those smitten with deadly disease seek to be made well, or at least that life may be prolonged. Life is indeed sweet. And "eternal life"! Get the scholar's notions of what eternal life is. Explain what this man thought it was, and give Jesus' own definition—John 17: 3. Such life is worth while.

2. *He sought at the right source*, when he came to Jesus with his inquiry. (See John 14: 6.) Show the scholars that Jesus must know more about life than any other. He has lived longer, for He has lived from all eternity (John 1: 1); He has lived both in heaven and on earth; He is alive for evermore; when He was upon earth, because He was God incarnate, He entered into the inmost depths of human experience—He knew life through and through. (John 2: 24, 25.)

3. *He was a likely seeker*; young, and therefore more easily led; in comfortable worldly circumstances, and therefore with time to think things out, and intelligence as well,

4. *He sought in the right spirit*. He came eagerly—"running" (Mark 10: 17) and reverently—"kneeling" (same verse). He was anxious to be taught, calling Jesus "Teacher". (Matt. 19: 16. Margin Rev. Ver.) Here is an opportunity—it will require to be done wisely and gently, so as not to savor of reproof—to impress upon the scholars how needful these three qualities are in the learner,—enthusiasm, reverence, humility.

5. *But he failed to find the way he sought*. He went away sorrowful (v. 22); but he went away.

Seek to make plain to the scholars why he failed. He thought he had done all that God required (v. 20), thought he was in the right way. But Jesus takes away the mist from his eyes by showing him that, so long as he loved his riches first of all, he could neither love his neighbor as himself nor love God truly. To give up what he loved best was a great price to pay, and he turned his back on eternal life rather than pay it. How sad and foolish!

6. *Jesus' warning* as to the peril of the rich. (vs. 23, 24) and His encouragement, because of God's power and grace (vs. 25, 26). Form a fitting conclusion to the lesson.

Questions for further study—16. To what city was Christ journeying? What was He doing in the way? Whom does He meet? Why does Mark say about him? (Mark 16: 17.) How do these actions show that he was earnest? How does he address Christ? What did he want? How did he think to obtain it? How is it given? (John 5: 24; John 3: 15, 16.)

17. What did Christ say? What advice given?

18, 19. Which four commandments did Christ mention? How are the duties summed up?

20. What reply made by the young ruler?

21, 22. What command given by Jesus?