

paradox in v. 39.

4. *Christ's representatives*, vs. 40-42. Seek to show how those who undertake service for Christ are in a very real sense his ambassadors. Remind the class of Paul's discovery

that in persecuting the Christians he had been persecuting the risen Christ. How does this give dignity to our work for Christ? In what way can it give us courage in our Christian service?

FOR TEACHERS IN THE SENIOR DEPARTMENT

Teachers in the Senior Department should study carefully the scholars' materials in the HOME STUDY QUARTERLY or LEAFLET.

The Topic for the Senior Department is: **RECRUITING CHRISTIAN WORKERS.** The aim of the teacher should be to set forth and impress upon the scholars the claims of Christ upon their life service. Following is an outline for the teaching of the lesson, keeping this Topic in view.

1. *What is the service to which Christ calls?* (See vs. 5-8.) There is, first of all, the scope of the service. Point out that, in the case of the Twelve, their activity was to be limited to Jews, the Samaritans being excluded, not to speak of the great heathen world. That limitation, however, has been removed, and the service to which Christ now calls, embraces all mankind.

Bring out that the task assigned to the apostles, and to Christian workers after them, is two-fold: (1) Preaching the gospel; (2) Healing the sick.

Discuss what is included under these two departments in the work of the modern church.

The first takes in all evangelistic and educational work in the home land and in foreign mission fields, the work of colleges in preparing men for the ministry and of training schools for deaconesses and other women workers, the work of Sunday Schools and Young People's organizations, social service effort, etc.—everything that helps to bring human hearts and homes under the sway of the gospel and that helps to make the community Christian.

The second embraces all medical mission work at home and abroad and all efforts to promote the good health and physical welfare of mankind.

2. *What is promised in Christ's service?* (See vs. 29-31, see also vs. 26-28.) Bring out the teaching of vs. 26, 27 that the experiences of the servants of Christ will be only what those of Jesus himself were, of v. 28, that the power of their enemies to hurt reaches only to the body and of vs. 29-31, that they will be always under the providential care of their heavenly Father. Take up vs. 29-31 in detail, as showing how minute and universal this care is.

3. *What are the demands which the service of Christ makes?* (See vs. 37-39.) The teacher should not attempt to tone down these. The scholars should be made to feel that the service of Christ requires that they shall put him and his claims first in their lives, that everything else shall be held subordinate.

4. *What are the rewards which the service of Christ offers?* (See vs. 40-42.) Bring out that these rewards are described in terms of fellowship,—fellowship with Christ and the Father (v. 40), fellowship with the prophets and all the righteousness (v. 41); also, that not even the most trifling services, even the giving to a disciple of a cup of cold water shall not miss its fitting reward.

Press home the claims of Christ upon the scholars and endeavor to win discussions for life service.

FOR TEACHERS IN THE INTERMEDIATE DEPARTMENT

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

Have the pupils connect the sending forth of the Twelve with the reference to the waiting harvest at the close of last week's lesson. Whom do your pupils consider to be

the modern representatives of these apostles? *The Ambassador's Marching Orders*, vs. 5-8. Discuss the significance and value of these men being sent forth "two and two," Mark