

whom thou hast redeemed." "Let thine ear be attentive to the prayer of thy servant." He takes the servant's place. And what does Scripture say of this? "The Lord . . . will repent himself concerning his servants." Deut. 32. 36; Psa. 135. 14.

Now see where he lays his hand. First, on the character (or, more correctly speaking, the attributes) of God, ver. 5. And secondly, on the word of God, ver. 8, 9. There was his word to restore Israel, and there was his character—"that keepeth covenant," etc. And so the right spring was touched, and the hidden power was roused which issued in the turning of the heart of the great Artaxerxes, and the building of the walls of Jerusalem, as related in the Book of Nehemiah.

The hand of a child may touch the same secret spring. There have been mightier things done by infants than the breaking up of the Flood Rock. But if the children in our classes would have within their reach the power which produces such mighty effects, they must follow the example of Nehemiah.

1. *They must take the sinner's place.* This is the first step of all. The proud, self-righteous boy or girl cannot touch the spring of power. There must be the coming of Christ for pardon, and the constant recognition and confession of unworthiness and helplessness.

2. *They take the servant's place.* God will not place his power at our disposal to use at our own pleasure. Supplies are given to a general that he may fight for his sovereign or his government, not that he may aggrandize himself. It was to his servants, who were going about his work, that Christ promised "power . . . over all the power of the enemy." Luke 10. 19.

3. *They must ask according to God's word.* That is, according to what he has revealed of himself, and according to his promises. With the hand on this spring, temptation may be resisted, danger escaped, the needy helped, the sorrowful comforted, and the "good fight" fought and won.

Berean Methods.

Hints for the Teachers' Meeting and the Class.

In the study of this lesson do not fail to read the entire Book of Nehemiah; urge the scholars on the Sunday before the lesson to read the book, and to bring to the class their estimate of Nehemiah's character, its traits, etc. . . . Show on the map the location of Shushan, Judea, etc., and Nehemiah's journey. . . . The "Thoughts for Young People" will suggest a line of treatment, presenting Nehemiah as an example in character. An interesting story could be told of his work, and the characteristics which he showed in it. . . . Another plan might be made on the basis of the "seven hinderances" (see notes, last verse of lesson) and how Nehemiah overcame them. Show how God's workers encounter the same hinderances now. . . . Still another plan is to take up the text of the lesson and show from it "how to pray." I. The circumstances under which Nehemiah prayed. II. The God to whom he prayed, and his character as shown in this lesson. III. How he prayed. See in this line the Analytical and Biblical Outline.

References. FREEMAN. Verse 1: Chisleu, 377 Ver. 11: The royal butler, 378.

CATECHISM QUESTION.

11. What is his warning to them?
That his word shall condemn them at the last day.
He that rejecteth me, and receiveth not my sayings, hath one that judgeth him: the word that I speak, the same shall judge him in the last day.—John xii. 48.

Blackboard.

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NEHEMIAH'S PRAYER TEACHES					
DRAW NEAR WITH	HO: AWE	CON:	HUM:	REV:	EA:
SIN: CON:			PROM: CL:		
A: IM: HELP:			G: MER:		

DIRECTIONS. Before the session of the school draw the lines that divide the board, as represented in the diagram. Write the sentence, "Nehemiah's Prayer Teaches," but leave every thing else to be written in answer to questions.

QUESTIONS. This prayer teaches, first, that I must [write] *Draw Near.* How? With *Holy Awe.* [Write, *Ho. Awe.*] With what else? *Confidence, Humility, Reverence, Earnestness.* [Write these words as abbreviated, and have some one scholar or teacher show from Nehemiah's prayer these teachings.] This prayer teaches another thing: who can tell what it is? [Ans, *We must pray confessing sin.*] And yet something else? [Ans. *Claiming the promises.*] But that is not all; what else? [Ans. *Asking immediate help.*] Lastly, the lesson teaches *God's Mercy.*

NOTE.—When all the answers have been written as abbreviated on the board, then rapidly review them.

Primary and Intermediate.

LESSON THOUGHT. God, Our Only Help.

(A good preparation for teaching this lesson is a thorough study of the character of Nehemiah, the simple, devout, just, God-fearing man, who so fully trusted his own power to do any thing wise and right that he was obliged to depend upon God.) To be taught, 1.) That there was trouble in Jerusalem. 2.) That God laid this trouble upon the heart of a good man. 3.) That he taught this man where to look for help.

1. Tell that not all the Jewish captives returned to their own land; some still remained in Persia. Among these was a man named Nehemiah. He was cup-bearer to the king. But he prayed to the true God, and his heart was with his people in their work of building the temple. Tell that the Jews were not allowed to build it in peace. Enemies rose up to prevent them, so that they were a long time in building it. When it was done, they were not allowed to build the walls around Jerusalem, to keep their enemies out. This made a great deal of trouble for the Jews.