

It follows sin just as surely as a car attached to a locomotive will follow the locomotive.

Frederick Douglass was once making a speech in the North, and was representing very eloquently the oppressed condition of the colored people. The outlook was dark to blackness. Sojourner Truth arose in the audience, and called out, "Frederick!" The speaker paused, and all eyes were turned to the colored oracle when she said, "Frederick, God is not dead yet." "The Lord reigneth."

Zedekiah trusted to his army and his fortifications instead of relying on the God of nations. Benjamin Franklin said in Congress, "I have lived, sir, a long time, and the longer I live the more convincing proofs I see of this truth, that God governs in the affairs of men. And if a sparrow cannot fall to the ground without his notice, is it probable that an empire can rise without his aid? At the beginning of our contest with Great Britain we had daily prayers in this room for the divine protection. Our prayers, sir, were heard, and they were graciously answered. All of us who were engaged in the struggle must have observed frequent instances of a superintending providence in our favor."

God intends that his commands shall be to us what wings are to a bird. Wings are no weight or burden to a bird. They lift it up in the air till lost in the sky. His commands are not grievous. They will lift up always, and exalt the individual and the nation who accepts them.—*Pusey*.

The captivity of Judah proved a blessing to the nation. Idolatry was put away forever. A mariner in a storm would like to save his goods, but to save the ship he heaves them overboard. It was said by a judge about to give sentence of death upon an offender, "I must do that which I would not." God, more loving than the careful mariner, more merciful than the pitiful judge, sends adversities to work good for us.

Waller, the wit of the House of Commons, said of the Dissenters in 1670: "These people are like the children's tops—whip them, and they stand up; let them alone, and they fall."—*Knight's England*.

The siege of Rome by the Goths hastened the development of the Roman people. Adversity awakened the Romans from their dreams of grandeur. They no longer debated as to whether the name of their master was derived from the Gothic or the Latin language. They had no time for trifles. Henceforth they were men.

The Teachers' Meeting.

I. *Two events in Hebrew history* are indicated by the phrase, "the captivity;" 1. The deportation of the Ten Tribes in B. C. 721 by the Assyrians

under Sargon, probably to lands near the Caspian Sea, a banishment from which the "lost tribes" never returned; 2. The destruction of Jerusalem by Nebuchadnezzar about B. C. 587, and the "carrying away" to the Euphrates valley of nearly all the citizens of Judah. Here they remained until B. C. 536, when they were restored to Palestine.

...II. *Causes of the captivity*: 1. Natural causes. Two great hostile empires find a rich little principality lying between them; each in turn repeatedly conquers it and exacts tribute, until at length the stronger monarch, in accordance with Oriental usages, slaughters those who will not submit and settles the rest near his own capital. 2. *Super-natural causes*. God's task through the centuries is to maintain a selected people. God selects a nation to be the custodians of supernatural truth. It is the brainiest and the purest nation in the world, but it is nevertheless depraved and lacking in spiritual sense. The few serve God with more or less cleanness of vision; the many worship idols. By a series of providential events God brings about the destruction of the worst element, while the better are transferred to a region where all that is good in them is trained and developed, and after awhile are restored to become the progenitors of the Messiah....III. *Word-pictures*: 1. The terrors of this siege. 2. The fate of Zedekiah. 3. The destruction of Jerusalem. 4. The weary journey of the captives across the desert....IV. *Lessons from the captivity*: 1. It became a great blessing to the Hebrews. It destroyed idolatry, intensified religious life, took away secular hopes, and raised spiritual aspirations. 2. It fulfilled God's prophecy, and thus became a buttress of divine revelation. 3. Even from the stand-point of secular history it is full of lessons.

References.

FREEMAN'S HAND-BOOK. Ver. 1: "Rab-mag," 630. Ver. 7: Prisoners blinded and fettered, 360.FOSTER'S CYCLOPEDIA. Prose, 3796, 6992, 3382, Vers. 1, 2: Poetical, 2021, 3579, 3593, 3657. Ver. 8: Prose, 5959; Poetical, 3225, 3544.

Primary and Intermediate.

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LESSON THOUGHT. *What Sin Does*.

BLACKBOARD. Print "Sin" in large red letters at the top of the board. Below make marks which may suggest a city, a chain, a prison door, a fire. The teacher who cannot "draw" will be able to satisfy the children and hold the little thought by the exercise of a very little ingenuity.

Talk about sin, and help children to understand that this evil thing is not only telling lies, swearing, stealing, and the like, but the trying to have