

Stephen raged. How did it affect the church? The scattered disciples went everywhere preaching the word. Remind the class that—

"No wind that blows can ever kill  
The tree God plants ;  
It bloweth east, it bloweth west,  
The tender leaves have little rest,  
But every wind that blows is best."

Bring out that we have in the lesson to-day a memorable incident in the life of one who was driven from Jerusalem by this persecution.

Discuss :

1. *A Missionary Sent Out*, v. 26. What kind of man was Philip? What office did he hold in the church? (Ch. 6 : 5.) What great work had he already done? (Ch. 8 : 5-8.) Bring out that his was a God-led life, vs. 26, 29, 39. It was while he was engaged in doing a great work in Samaria that the call came to go south into a desert land. It must have seemed to him a strange call, but he arose and went. Refer to McKenzie of Korea who was doing a grand work in one of our Canadian congregations, who was greatly beloved by his people, when the conviction deepened in his heart that he must go as a missionary to the heathen. His people pleaded with him not to leave them, but all in vain. All that they could do was to gather about him and sing his favorite hymn :

"Anywhere with Jesus I can safely go,  
Anywhere he leads me in this world below."  
Make clear that life is never being lived at its best unless it is God-led, and show how God leads us by his word and Spirit and providence to work out the divine plan of life for us.

2. *The Missionary's One Convert*, vs. 27-40. What do you know of this one convert,—his nationality, his office, his reason for visiting Jerusalem, his earnest spirit of religious inquiry, his difficulty in understanding the book he was reading? Show how in the most unconventional way the missionary and the man from Ethiopia met, and what came of that meeting. Was it worth Philip's while to go so far to make one convert? That depends upon the value we set upon the soul, and upon the influence of that one convert in making Jesus known to others. We have

good reason to believe that this Ethiopian did a great work in his own country. Discuss the saying that some people are better worth saving than others, and impress upon the class that Jesus died to save the poorest soul that ever lived.

### For Teachers of the Boys and Girls

Open up the lesson by questioning as to what we know of Philip previous to what is told in our lesson passage. When did we hear of him first? (See Acts 6 : 5.) How was Philip affected by the persecution in Jerusalem? (See Acts 8 : 4, 5.) What remarkable experiences did he have in Samaria? Remind the class of the part of Jesus' instructions which was now being carried out, Acts 1 : 8. Also remind the class that the more Philip did, the more he got to do. This is one of the laws of service, what Tennyson calls the "wages of going on." Discuss the lesson in three sections :

1. *Philip's Instructions*, v. 26. How did Philip know what he was to do after his successful work in Samaria? How much was he told? Point out that nothing is said as to what would happen on the road from Jerusalem to Gaza. Why was so little revealed to Philip? It may well have been to test Philip's faith and obedience. Remind the class that God's way is often to lead us one step at a time. If we are to expect further guidance we must trustfully take the step we know. Have the scholars point out on the map the road from Jerusalem to Gaza. We are soon to study another conversion which took place upon a road, Acts 9 : 1-9.

2. *Philip's Obedience*, vs. 27-29. Philip stood the test of his faith in the most satisfactory way. We soon find him on the road from Jerusalem to Gaza. Who else is journeying on the same road? Where was this great man's home? Where had he been, and why had he been there? Point out how the Ethiopian treasurer had been prepared for his conversion. Many conversions are sudden, but most even of these have some preparation preceding them in the providence of God.

3. *Philip's Reward*, vs. 30-40. How did Philip open up the conversation with the