

points to emphasize here are the instant closing of the storm as soon as Jesus entered into the boat, and the impression made upon the disciples. They recognized more clearly than ever that Jesus was the Son of God and they worshiped him.

The topic for the Seniors (see HOME STUDY QUARTERLY) is: An Ever-Present Helper.

Discuss the ways in which the lesson shows Jesus as a helper. Was he helping while he was at prayer on the mountain top? How did he help Peter? How did he help all of the disciples? In order to be a helper, is it needful that Jesus should be present in bodily form? Can he be our helper now, and in what ways?

FOR TEACHERS IN THE INTERMEDIATE DEPARTMENT

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

Have the class see, at least in outline, the events between the lessons. At the end of the Quarter, the pupils should be able to trace the main features in the life of John and Peter, under Jesus' leadership. Ask a pupil to point out on the map the scene of the feeding miracle, and the course of the boat in recrossing the lake to the neighborhood of Capernaum.

1. *Recrossing the Lake*, v. 22. Question the class for the reason for "constrained." Refer to the disciples' sympathy with the multitudes in last week's lesson. The increasing popularity of Jesus, greatly augmented by the miracle, may be dwelt upon. What would be the nature of the compulsion Jesus used with his followers? The unselfish devotion to the kingdom, the subject of the closing paragraph of last week's lesson, is again exemplified.

2. *Jesus on the Mountain*, v. 23. This scene reenforces the example of Jesus in prayer emphasized last week. Would a temptation to accede to the crowd's wishes be a reason for this special retreat? Explain how "when it was evening" (v. 15) and "when the evening was come" can refer to two "evenings" of the same day. Note that while the Master communed with the Father, he also thought of his disciples, and when he saw their peril he must be with them. Have the

class discuss whether private devotions tend to lessen our interest in others.

3. *The Disciples in Trouble*, vs. 24-26. Read or tell the class some facts about the lake, and the reasons for its sudden and great storms. Discuss the evidence for a great storm on this occasion. Note the time, between three and six o'clock in the morning, when Jesus appeared to the rescue, and that of their starting out in the "second evening," from six to nine o'clock, the night before. Yet in that period of perhaps nine hours, these sturdy fishermen had only been able to proceed three or four miles.

4. *A Lesson in Trust*, vs. 27-33. Get the pupils' ideas of the reassurance in Jesus' message. Would the appearance of what they took to be a spirit increase their foreboding of death? Have some one indicate the characteristic words of Jesus (v. 27) that would help to identify him. Ask whether Peter should have attempted walking on the water. Recall that Jesus never used his miraculous power for personal ends. Only deep concern for the disciples explains his presence on the water then. Discuss the reason for the invitation "Come" to Peter. Show how this incident was used to train Peter and the other disciples. Make clear that Jesus expected complete confidence in himself, and how that was taught. Have the pupils give complete applications of this call to trust.

FOR TEACHERS IN THE JUNIOR DEPARTMENT

Teachers in the Junior Department should study carefully the scholars' materials in the JUNIOR QUARTERLY.

Have a talk with the class about the events of the day preceding the incident recorded in the lesson. Jesus and his disciples went to a quiet place on the shore of the Sea of Galilee,

but a multitude followed them and the day was spent in teaching them and healing the sick who were brought to him. Then followed the feeding of the five thousand.