

heaven" has been recognized in all the ages as the voice of God in Christ, the DELIVERER of his people, the Angel of the Covenant of Grace.

A child of five years, overwhelmed with the loss of a gold locket which contained a lock of her dead mother's hair, cried out, "If God will not help me no one else can." She feared her father's anger, and hoped to avert it by finding the locket. She knew that she might pray for this, but thought that to be heard she must pray in church. The Sunday came at length, and in her pew she prayed for the return of the locket, ending with "If You do not help me, no one else can." She returned home, and found that the lost treasure had been replaced by the thief. Faith in extremity! This is the initial incident in the life of the English authoress, Anna Shipton.

Halleluia! I BELIEVE!

Sorrow's bitterness is o'er,

And affliction's heavy burden

Weights my spirit down no more.

On the cross the mystic writing

Now revealed before me lies,

And I read the words of comfort,

"As a father I chastise."—*H. Moses.*

III. HINTS FOR INFANT CLASS TEACHERS.

Whisper-Song.

* In this faith
Abide;
Whatever
Betide:
The Lord will
Provide.

If the children have been taught the lesson at home, let them give to the teacher its principal incidents. If not, or, as will probably be the case, if the lesson is only partially or imperfectly given by them, read it to them in the words of the text. It is well to familiarize them with Scripture language, even though there are some words they do not understand. After thus reading it, and before a word of explanation is given, ask them to describe the scene here recorded. This, if they have been attentive, will show how much of the Scripture narrative they understand. You can then explain whatever there may be that needs explanation. Speak of the ancient custom of approaching God by sacrifice. Show that this was the way in which God commanded his people to worship him before Jesus came. Proceed step by step with the incidents of the lesson, and when the story is complete, show how the lesson illustrates the following points: 1. Obedience to parents. 2. Obedience to God. 3. A trust in God. ["The Lord will provide." This is the meaning of *Jehovah-jireh*.] 4. The fact that God takes care of those that trust in him. ["*JEHOVAH-JIREH*"—"the Lord will provide."] Though it is

usually better in teaching little children to bring out some one great feature of the lesson, yet the four points here noted are so closely related that there will be no probability of confusing the mind if the treatment be judiciously managed by the teacher.

IV. MISCELLANEOUS.

Prayer-Meeting Topic: Without faith it is impossible to please God.....*Texts:* Heb. xi. 6; Hab. ii. 4; Eph. ii. 8; James i. 3; 1 Pet. i. 7
....*Foster:* 2079, 2087, 2092, 2107, 4162, 4164, 5762-5773.....*Blackboard Song:*

As Abraham on the altar laid,
And would have slain his only son,
So may our faith in Christ abide;
And though in wisdom sorely tried,
A faith that whatso'er betide
Can say, "Thy will be done."

SUNDAY, MARCH 23. 1873.

LESSON XI.—*Jacob and Esau.* Gen. xxvii. 30-40.

I. GENERAL STATEMENT.

Jacob having personated his brother Esau and obtained his father's blessing, Esau is filled with anguish. Isaac is deeply affected, and accuses Jacob of deceit. Esau weeps, and earnestly implores a blessing. Isaac blesses Esau, and prophesies that his posterity shall, in process of time, cease to be tributary to Jacob.

II. NOTES AND ILLUSTRATIONS.

Topic: Forfeited blessings cannot always be regained.

1. A SON'S DISCOVERY, vers. 30-32. BLESSING, verses 28, 29. JACOB.....ESAU. Twin brothers; sons of Isaac and Rebekah. Jacob means *heel-catcher, supplanter*. Esau, *hairy*. FROM HUNTING, Esau had been sent by his father for "savory meat;" he was a bold and successful hunter.

Jacob was his mother's favorite; Esau his father's.

Concerning Jacob's fraud, Robinson says: "We freely censure the son, but we conceive the mother to be more blamable. She proposed the cheat, and encouraged Jacob to adopt it. The case is most awful; and yet, we fear, it frequently occurs. Is not this, indeed, the grand design of polite education, to initiate young persons in the arts of dissimulation, in order, as it is said, that they may make their way in the world?"