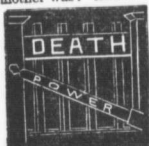


will say, "To do good." Print this after "A Journey." Make a little map. Print "Nain" over a little collection of houses on a rocky hill-side, and trace the probable route. Teach that Jesus was always looking for those who were in trouble. He loved to help them, just as he loves to help us when we are troubled.

Did Jesus take this journey alone? No; his disciples and many other people were with him. They loved to follow him about to hear him talk and to see his wonderful works.

They had come now to the gate of Nain. Our cities and towns do not have gates; but these Eastern cities did. Whoever entered the town had to go through the gate. Describe the procession that met them. All children have seen funeral processions in our own country. Tell how this was unlike ours.

But there is one thing in which all funeral processions are alike: there is some one with a sorrowful, breaking heart. Jesus knew right away who needed comfort. He spoke to the mother, and said, "Weep not." Then he touched the bier, or open frame, upon which the dead young man lay, and said to him, "Arise!" And the young man sat up and began to speak! How glad his mother was! And all the people praised God.

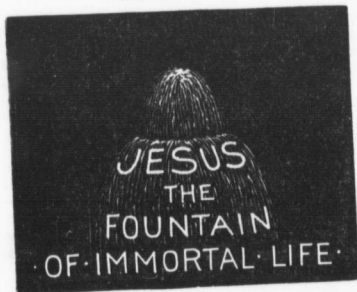


Help children to imagine a life scene in our city, or village, and some one—the minister, perhaps—laying his hand upon the dead person, and saying, "Arise!" The little ones, even, know that no such result would follow. Only God can give life. Jesus could give back life, because he

gave it at the first. Show a little plant. Its life comes from God. Speak of different living things, as birds, insects, and animals, and tell that God gives the life to each one. Yet there are children who dare to hurt and even kill some of God's creatures!

Why is Jesus ready to help all who need him? Show that it is the same love that brought him down to redeem us. He cares for each child—for every one that lives. He wants to help each one, and he does help all who will let him. If we love him and trust him, he will be our Friend and Helper.

### Blackboard.



The central thought of to-day's lesson is "Jesus the fountain of immortal life," and such is the design placed on the board.

BLACKBOARD QUESTIONS. What is to-day's lesson? Time? Place? Where was Jesus going? Who were with him? What occurred near the city gate? [Here the superintendent might speak about

the workings of divine providence in what seemed to be but an accidental meeting. Illustrate by inscribing such occurrences as have come under his own observation.] Who was the dead person? Some one relate what Jesus said and did. Was this the first time he had raised the dead to life? Was this a miracle wrought through faith? Why did the disciples go and tell John about this miracle? [Proof that Jesus was the Messiah.] What does this lesson teach? [Point to the board, and have the entire school answer.] This sentence might be written on the board:

The mortal life that now is we lose } IN CHRIST.  
The immortal life that follows we gain }

### Berean Methods. The Teachers' Meeting.

I. Make outline map, locate Nain, and trace journey of Jesus thither from Capernaum....II. Draw out the events of this miracle, and the results that followed it....III. Call for the characteristics of this miracle. It showed a) purpose; b) compassion and sympathy; c) divine power. It was wrought d) unselfishly; e) in presence of many witnesses. It was f) complete, a finished work....IV. Show what this story reveals to us of the character and attributes of Christ....V. Mention its practical lessons: a) Concerning sorrow; b) Concerning death; c) Concerning salvation....VI. Tabulate the duties it enforces....This lesson may be treated in a variety of ways: 1. The story may be told with the lessons and truths it contains. It is intensely dramatic, and might well be presented in a succession of pictures: a) Jesus's admirers flocking after him up the mountain-side; b) The funeral procession slowly marching down; c) The halt; Jesus's words of comfort; the miracle; d) The effect on the people. 2. Another method: to group the teachings around the persons of the lesson, and show what we may learn from the mother, the Saviour, the son, and the witnesses; or, if one can use alliteration effectively, the mother, the Master, the miracle, and the multitude. 2. The event may be used to illustrate the calling of the soul, dead in sin, to a life of righteousness.

References. FREEMAN. Ver. 12; Customs at funerals, 763. Ver. 14: The bier, 764... FOSTER'S CYCLOPEDIA. Ver. 11-17: Poetical, 2310, 4102, 3815-3817; Prose, 7743. Ver. 12-15: Prose, 8332, 11680, 6025-6043, 11455-11467, 9355, 10277, 9107, 9108, 9142, 6883, 6889, 6890.

### ANALYTICAL AND BIBLICAL OUTLINE.

#### The Visit to Nain.

#### I. THE MOTHER.

1. *The only son of his mother.* v. 12.  
"A flower, and is cut down." Job. 14. 2.
2. *And she was a widow.* v. 12.  
"A widow indeed, and desolate." 1 Tim. 5. 6.

#### II. THE MASTER.

1. *The Lord saw her.* v. 13.  
"He knoweth our frame." Psa. 103. 14.
2. *He had compassion on her.* v. 13.  
"Touched with the feelings." Heb. 4. 13.
3. *Said unto her, Weep not.* v. 13.  
"God shall wipe away all tears." Rev. 21. 4.

#### III. THE MIRACLE.

1. *Touched the bier.* v. 14.  
"In Christ shall all be made alive." 1 Cor. 15. 22.
2. *I say unto thee, Arise.* v. 14.  
"All power is given unto me." Matt. 28. 18.

3. *He that was*  
"The last of
- IV. THE MIRACLE.
1. *Fear fell on*  
"Let all the
2. *They glorified*  
"Unto him
3. *Rumor*  
"Will draw

### THOUGHTS.

#### This "Grave"

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165.  
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186.