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SUNDAY SCHOOL LESSON

(By REV. P. B. FITZWATER, D. D., Teacher of English Bible in the Moody Bible Institute of Chicago.)

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LESSON FOR NOVEMBER 28

HOW JESUS THE KING WAS RECEIVED.

LESSON TEXT—Matt. 11 and 12.

GOLDEN TEXT—Come unto me all ye that labor and are heavy laden, and I will give you rest.—Matt. 11:28.

ADDITIONAL MATERIAL—Luke 7:18-35; 10:13-15, 21, 22; 11:14-26, 29, 32.

PRIMARY TOPIC—The Kind Deeds of Jesus.

JUNIOR TOPIC—Friends and Enemies of Jesus.

INTERMEDIATE AND SENIOR TOPIC—Choosing Jesus as Our Teacher.

YOUNG PEOPLE AND ADULT TOPIC—The Response of Men to the Ministry of Jesus.

The teacher should keep in mind the progress of thought in Matthew and present these lessons accordingly. In chapters 5 to 7 we have the laws of the kingdom; chapters 8 and 9, the mighty works to demonstrate the King's ability to administer the affairs of the kingdom; chapter 10, the propagation of the kingdom through the sending forth of the twelve; chapters 11 and 12, how the kingdom was received.

I. Four Classes of Hearers (ch. 11).

1. Perplexed hearers like John the Baptist (11:2-11). John believed that Jesus was the Christ (v. 2), but was somewhat perplexed as to the manner of the establishment of the kingdom. In the Old Testament predictions there were two lines in the Messianic prophecies; the one set forth Christ as the suffering one, as in Isaiah 53, and the other, as the invincible Conqueror, as in Isaiah 63. Indeed, in Isaiah 60:1, 2 we have the two advents in one view (see Matt. 3:10-12). He said that the ax is laid unto the root of the trees and that there was to be a separation of the chaff from the wheat and a burning of the chaff, but now the King was occupied merely with the opening of the eyes of the blind, etc. John saw Christ as the one who would remove the sins of the people by the shedding of his blood (John 1:29), but he failed to see the interval between the time of his sufferings and the time of his triumph. Since this interval between the first and second comings—the nature of the age in which we live—was not known until Christ revealed it in the parables of the thirteenth chapter, we do not wonder at John's perplexity. John's faith was not failing him, neither did he send this deputation to Jesus for the sake of his disciples. He was a true prophet and a faithful man, but he was perplexed.

2. Violent hearers (11:12-19). These were willing to receive the kingdom according to their own way, but were unwilling to conform to its laws. Their ears were closed to everything but their own carnality. They would not repent when called upon to repent by John, nor rejoice when called upon by Christ to rejoice (vv. 17-19).

3. The stout-hearted unbelievers (11:20-24). In Chorazin, Bethsaida and Capernaum, Christ had done most of his mighty works, but the people deliberately set their hearts against him and his message. It was not for lack of knowledge and opportunity that they were unsaved, but for their purposeful rejection of Christ. Tyre and Sidon, Sodom and Gomorrah were filled with immoral profligates and idolaters, but they will be more tolerably dealt with in the day of judgment than those who wilfully reject Christ.

4. Hearers who are babes in spirit (11:25-30). There were some among those who heard Jesus with childlike faith, who believed that Christ was the Messiah, and they opened their hearts to receive him. Christ invites those who have the babe-like spirit to come to him, and to all who come to him and receive him he gives rest.

II. The Antagonism of the Kingdom (ch. 12).

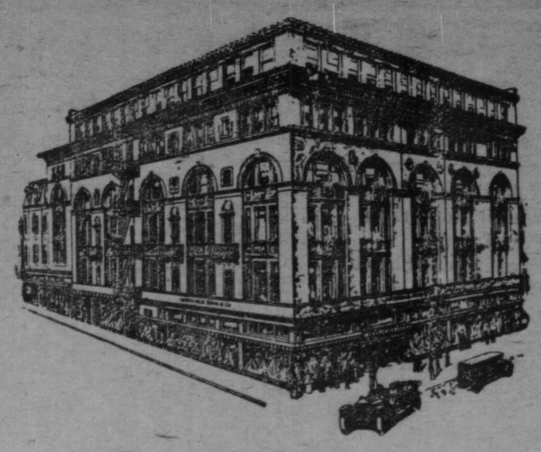
In chapter 11 we saw the shameful indifference of the Jews to their King. In this chapter we see positive and bitter antagonism manifesting itself against him. They are not only without a heart for him, but do their best to destroy him. The immediate occasion of their wicked determination was Christ's relation to the Sabbath. Because the hungry disciples plucked corn and Jesus healed the withered hand on the Sabbath day, they sought to destroy him. They accused him of being in league with the Devil. Jesus with unanswerable logic showed them that they had blasphemed against the Holy Ghost, and were therefore guilty of an unpardonable sin. They did not deny the miracle but sought to account for it without owning him as the Messiah.

What Tenderness Is.

Tenderness is the extreme susceptibility of the softer emotions and passions. It implies the refinement of polity, the sensitive delicacy of love, the culture of sympathy, and the most complete embodiment of a fervent, deep-seated, and impulsive gentleness. —A. M. A. W.

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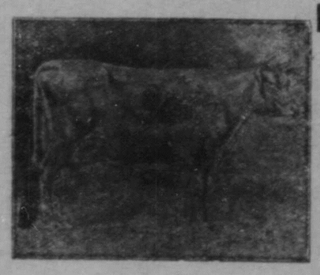
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THE LAW GOVERNING THE USE OF SCHOOL HOUSES

Mr. Editor:

I beg to submit for the information of the public the following passages from the School Laws of Maryland, Ch. 506, Sec. 72A.

"The county superintendent of schools, as the executive officer of the county board of education, shall see that the laws relating to the schools, the enacted and published by-laws and the policies of the State Board of Education and the rules and regulations and the policies of the county board of education are carried into effect."

Also the following passages respecting the uses of school houses during the part of the year when the schools are in session:

Ch. 506, Sec. (32)—1—2—3—Sec. 34.

"The county school superintendents of Maryland are hereby authorized to enlarge the usefulness and increase the efficiency of public property by allowing the use of public school houses for farmers' meetings, public speakings, lectures, entertainments, church festivals, Red Cross meetings, Y. M. C. A. meetings and any other purposes which are for the civic welfare.

Said public school houses are to be used for said purposes only on the condition and after written application is made to the county school superintendent having jurisdiction, and that said application is signed by at least three of the reputable and responsible citizens and tax-payers of the county in which said school house is located.

Said school houses are to be used for said purposes only at such times as there are no regular or special school sessions in progress."

"No schoolhouse shall be used for any other purpose than public school purposes and school district meetings unless by consent of the county board of education; provided, however, whenever an application is made to the district board of school trustees, signed by twenty-five citizens in the school district where the said school is situated, requesting the use of the school building for a non-partisan gathering of citizens for the presentation and discussion of public questions or for other civil, social, or recreational activities, the said school authorities shall allow the free use of such school building or grounds of same for the purposes enumerated above; provided, however, said meetings shall be held during those hours when the school buildings are not being used for their principal purpose."

You will note that Sec. (32)—1 authorizes but does not require the County Superintendent to open the school building for the purposes indicated.

Also in Ch. 506, Sec. 49 we read:

"There shall be held in each school, once a year, a public exhibition of school work, of which due notice shall be given, that parents and others interested in education may attend."

It will be noted from this passage that the law specifies that "there shall be an exhibit of school work" not an exhibit gathered up from the community. It must be entirely obvious to anybody that a school is not in a position to give an exhibit of its work in the early part of the school year and therefore our schools are required by regulation of the County Board to offer their exhibit in May or June, which is done annually in all our schools, where our teachers are able to marshall sufficient results to make such an exhibit worth while.

The following resolutions were passed by the Board of Education at its meeting on November 3rd. relative to this subject:

"Whereas, a petition having been received, signed by a number of citizens of Carroll County asking the Board of Education to set aside the action of Superintendent Unger in not allowing Miss Rachel Everett to use the schools, and whereas, by the wording of the petition it seems to the Board of Education that the signers of said petition were of the opinion that this Board was opposed to the school-houses of Carroll County being used by the community for community purposes and county exhibit purposes, and whereas, the law has provided especially for the different purposes for which the school-houses in the county can be used; and the time, when and where, they can be open for all such purposes; therefore, be it resolved that the Board of Education of Carroll County shall at all times cooperate with any school community for any plan to hold any meeting in any school-house in the county, where such meeting shall comply with the school law and after a formal application has been made to the Board of Education and permission given by said Board as provided by the law."

MAURICE S. H. UNGER,
Supt. of Schools.

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