

Prophets 19

called my son out of Egypt. As they called them, so they went from them: they sacrificed unto Baalim, and burned incense to graven images. I taught Ephraim also to go, taking them by their arms; but they knew not that I healed them. I drew them with cords of a man, with bands of love: and I was to them as they that take off the yoke on their jaws, and I laid meat unto them. He shall not return unto the land of Egypt, but the Assyrian shall be his king, because they refused to return." All right. You read these five verses and your immediate obvious interpretation is the first four are historical but the fifth predictive. He says, "When Israel was a child I loved him and called my child out of Egypt," but he says, "He shall not return to the land of Egypt but the Assyrian shall be his king," so he predicts the conquest by the Assyrians, not another Egyptian captivity but an Assyrian captivity, which took place within the next few decades after Hosea gave this prophecy, and yet you turn to Matthew 2:15 and you read how when the wicked king Herod tried to destroy the Lord Jesus Christ that God sent a message to Joseph in a dream to go down to Egypt and they went to Egypt and they were there until the death of Herod that it might be fulfilled which was spoken of the Lord by the prophet saying, "Out of Egypt have I called my son," and we look for a statement in the prophets, "Out of Egypt have I called my son and the one you will find is this one, "When Israel was a child, then I loved him, and called my son out of Egypt." Well here is a case, then, where there is a strong predictive element involved which would not have been obvious at all at first reading. Well, as I say, I believe that when we find time to really get into this last part of Hosea which is passed over by most interpreters, I believe we will find the answer to this problem. I don't the way to do it is to take a difficult problem like this and start with it. I think in Bible interpretation as in anything else, the path of progress is going from the simple to the complex, and from the clear to the less clear, rather than taking that which is very obscure and starting with it. I think to start with a thing like this is like taking a boy who begins to learn physics and saying, "All right, now you learn how to make a _____ and how to build an atomic bomb. We'll