

dwelling in the land a people who enjoyed God's blessing? Refer to Israel's position near the border of Egypt to the East, the direction from which the enemies of Egypt came.

3. The Israelites (v. 11) were reduced to slavery. For the "treasure cities" (see The Lesson Explained and The Geography Lesson). Illustrate by the slavery into which the Germans dragged many of the inhabitants of Belgium and France.

4. In spite of this cruel bondage (v. 12), the children of Israel increased in numbers. Why was this? Bring out the impossibility of destroying a nation so long as God is with them.

5. The cruelty of the Egyptians increased, vs. 13, 14. Bring out the details of these verses and go on to refer to the new plan for destruction of the Israelites described in vs. 15-22.

Suppose that the Israelites were ready to leave Egypt, what did they need if this pur-

pose was to be carried out? It will be easy to show the class that the people must have a leader. Discuss the remainder of the lesson (ch. 2 : 1-8), as showing how this leader was provided. Bring out vividly the details of the story of Moses' birth, his concealment by the river side, his discovery by Pharaoh's daughter and the clever plan carried out by Miriam to get the baby back to his mother's care.

The lesson is the story of an ancient oppression. Start the class discussing modern oppression. The Daily Readings are suggestive. Ps. 72 : 1-8 (Wednesday) brings up the question of the oppression of the poor by the rich. Rom. 6 : 15-23 (Thursday) speaks of the bondage of sin. Isa. 58 : 5-12 (Friday) tells of yokes to be broken. Ps. 2 : 1-12 (Saturday) reflects God's hatred of oppression. In John 8 : 31-39 (Sunday) we see the great liberator. Point the scholars to him as the one who can set them free, and deliver the world, from bondage in every form.

FOR TEACHERS IN THE INTERMEDIATE DEPARTMENT

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

Recall the wonderful success of Joseph in Egypt. Bring the scholars over the bridge (Ex. 12 : 40, 41) from the closing days of his life to the days of oppression in this lesson. On one side of the bridge is Joseph's honored position in Pharaoh's palace, and on the other, is Israel in the "house of bondage" as they afterwards called it. Illustrate this by the Bridge of Sighs in Venice, which has the Duke's place at one end and the state prison at the other.

1. *Pharaoh and Israel*, vs. 8-14. Have the scholars form two pictures from this lesson. Show that Pharaoh oppressed Israel from fear of so many foreigners and the danger of revolt in time of war. Explain the extremes of forced labor and the unreasonable demands that were made. The ruins of Pithom, one of the cities built in this way, have been found. Show that Israel was in sore distress. There were no strong allies to free them from the iron grip of Pharaoh's hand. Refer to the sufferings of the Belgian peasants under the German governor. When the Israelites still

increased in numbers in spite of these hardships, Pharaoh commanded that every son that was born should be thrown into the Nile.

2. *God and Moses*, ch. 2 : 1-8. Over against this dark picture, without one ray of hope, set the bright picture of God's purpose for good. All these months the people were groaning under heavy burdens and were discouraged. But we can see, as they did not, that help was at hand. There is always a brighter side if we could only see it. Have the scholars feel how hopeless, humanly speaking, was Israel's lot. But far from forsaking his people, God is about to deliver them. He works through human means. Find the names of Moses' parents, ch. 6 : 20. From Acts 7 : 20 we can picture the child being so fair that his parents could not help disobeying the king's command and doing all they could to save his life.

Question the class as to the means of concealment used. The little ark was invisible from the bank, because of the rushes along