

dominions so valuable. Perhaps some illustration of this quality in our soldiers may be known to some in the class. Question about the details of Jonathan's plan.

2. That Jonathan had the courage and resourcefulness needed to carry out his plan, vs. 4-10. Point out that he was willing to take his full share of the risk involved in his enterprise. He did not ask or expect his follower to face any danger which he himself was not willing to share. See LESSON EXPLAINED and the HOME STUDY QUARTERLY or LEAFLET for the details of the adventure, which should be brought out by questioning and needed explanation.

3. That Jonathan *knew how to carry through*, vs. 11-13. He did not begin an enterprise only to fail at the critical moment. The teacher should bring out the complete success and triumph of Jonathan and his single follower.

Now turn the conversation to church work. Show, by illustration, the value of initiative here. It may be the organization of a class, the arranging for a summer camp, the study of missions by the class or the improvement of the class missionary giving,—any one of a dozen things, in every one of which there is need of some one to make a start and carry through.

### FOR TEACHERS IN THE INTERMEDIATE DEPARTMENT

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

If the pupils have each drawn a map showing the relative position of the Philistines and Hebrews, and indicating the nature of the ground, their minds will be prepared to appreciate this exploit of Jonathan and his armorbearer. It will add very much to the interest of this lesson, if we have a thorough knowledge of its geography.

*A Daring Exploit*, vs. 1-5. Question the class about the disposition of the opposing forces. Note the numbers under Jonathan's command. Have some one explain why his forces are thought to have been about two hundred strong. Although only one-third of Saul's army had been entrusted to his leadership, Jonathan was to be Israel's deliverer from the Philistines. Light is shed upon the mixture of superstition in the religion of the time in the reference to Saul "carrying an ephod." It was the means taken to ascertain the divine will. But the spirit of Jonathan was better able to find out God's purposes than any instrument of magic. And he had the courage for daring action.

*The Spirit Prompting the Deed*, vs. 6, 7. Make it clear that Jonathan realizes the difficulties in this situation. Ask a pupil to read the words which show where he expects to get the needed aid. Is there more than scorn in the reference to "these uncircumcised?" Observe that circumcision marked

the Jews as Jehovah's people. Thus there is ground for the confidence that "Jehovah will work for us." Ask for illustrations of the value of morale in the Great War. Show its foundation was faith in God. Give instances where God was not "on the side of the strongest battalions." Note how faith and courage inspire like qualities in another. The armorbearer makes this brave response to a brave leader.

*A Clearly Defined Plan*, vs. 8-10. Success requires more than faith and courage. Jonathan has a well-defined plan. Ask the class to describe it. Discuss its value. What attitude would lie back of the Philistines' response? How would they show caution and alertness, and how careless over-confidence? Jonathan combined wise foresight with daring. To "disclose" themselves within range of the voice was to run a great risk.

*The Plan Carried out Successfully*, vs. 11-13. Ask a pupil to read the Philistine taunt so that the spirit of it may be understood. Draw attention to the religious feeling prompting the dash up the precipice. A parallel action may be found in the taking of Quebec. The element of surprise told against the Philistines. They had counted on two enemies and did not see the unseen supporters of the man of faith. Have the class recite, or read, *The Deciding Factor in the INTERMEDIATE QUARTERLY or LEAFLET*.