

### FOR TEACHERS IN THE ADULT DEPARTMENT

Teachers in the Adult Department should study carefully the scholars' materials in the HOME STUDY QUARTERLY or the PATHFINDER.

Begin by gathering up some of the facts which we know about Jonathan, the eldest son of king Saul. The accounts which we have of him "portray a character which combines, in a unique degree, the heroism of the Hebrew patriot with the spirit of Christian virtue." He was a true warrior-prince, and would seem to have possessed some of the qualities which his father evidently lacked. In such an incident as we have in our lesson to-day, Jonathan's bold initiative and his good common sense suggest a contrast between himself and Saul. Speak also of his later friendship with David with its warmth, its disinterested character, its helpfulness, and constancy. Now discuss the lesson passage :

1. *Jonathan's proposal*, vs. 1-3. Review briefly the information given us in the previous chapter. Point out that the Philistines were occupying at least a considerable portion of the territory of Israel, and that they had the Israelites in constant terror of them. Have some one read ch. 13 : 5-7. Have some one else read ch. 13 : 19-22. Seek to show how all this points to the need of such a hero as Jonathan proved himself to be. Emphasize the fact that it requires leadership to cope with such a situation as that of Israel at this period. Call attention to the fact that Saul's army had dwindled from 3,000 to 600 men. Plainly the people

had not responded to the king's hopes of a national rising against the enemy. What expedition did Jonathan suggest to his armor-bearer? Why did he desire to keep the knowledge of it from his father?

2. *Jonathan's plan*, vs. 4-10. Seek to picture the situation,—the two armies confronting each other, with a deep ravine between them, the Israelites at Gibeah on the south, the Philistines at Michmash on the north. Suggest that, although Saul was outnumbered, his position was probably safe enough so long as he was content to remain there. In the meantime the Philistines were sending out harrying parties on the surrounding country. Show how this had created a sort of deadlock. Then show how Jonathan planned to break the deadlock. Call attention to the words of Jonathan in v. 6, reflecting his courage, on the one hand, and his trust in God, on the other.

3. *Jonathan's success*, vs. 11-13. Picture Jonathan and his companion climbing the rocky eminence. Is it possible that the Philistines thought that they were really leading quite a formidable party? What was the result of this attack made by the two brave and trustful men? Say something to the class about the value of initiative. What did it do for Israel in this case? What is its value in Christian service? Are others often just waiting for a lead?

### FOR TEACHERS IN THE SENIOR DEPARTMENT

Teachers in the Senior Department should study carefully the scholars' materials in the HOME STUDY QUARTERLY or LEAFLET.

"In this lesson he (Jonathan) shines as a man of initiative and heroism." (See Lesson Foreword in HOME STUDY QUARTERLY or LEAFLET.) It is the teacher's task to bring out this quality in Jonathan's character as shown in the exploit recorded in the lesson, and then to show the value of the same quality in Christian work. A careful study of the lesson narrative reveals :

1. That Jonathan *could think and plan for himself*, vs. 1-3. Bring out the background of the lesson. Saul had entered on his great task of liberating Israel from the Philistines. The Israelites were greatly handicapped by

their lack of organization and the scarcity of weapons (see ch. 13 : 19-23). "It was necessary to carry on a sort of guerilla warfare" (see HOME STUDY QUARTERLY or LEAFLET.) Picture the armies of the Israelites and the Philistines, one on each side of a ravine. Bring out that Jonathan's plan was of his own devising. He consulted no one and revealed his purpose to no one except to his armorbearer, who was needed to help in the carrying out of the plan. Remind the scholars how, in the Great War, it was the ability to think for themselves which made the soldiers from Canada and other overseas