

FOR TEACHERS IN THE ADULT DEPARTMENT

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

It may be as well for the teacher at the beginning of the lesson to point out that we really have two accounts given us of the institution of the monarchy in Israel. In ch. 8, the desire of the people for a king in order that they might be like the other nations around them is treated as a sign that they were showing their disloyalty to Jehovah, who should have been their true king; and we have Samuel protesting against the popular agitation. In the account which we are to study to-day, however, there is no mention made of this, and it would appear as if Jehovah himself had chosen Saul to be the deliverer of Israel from the Philistine enemy.

1. *A new deliverer*, vs. 15, 16. Remind the class of the former experiences of Israel with the Philistines. What part had Samuel borne in bringing about their defeat? Evidently the defeat had not induced the Philistines to give up their attempts to subjugate Israel. Compare the last statement of v. 16 with that in Exod. 3:9, and speak of God's sympathetic interest in his people. Can we still count upon that interest to-day? Dwell upon the fact that God has always been raising up leaders. Be sure to emphasize the new step taken in the history of Israel with the establishment of the monarchy. In the time of the Judges, the tribes were more or less independent of one another. Now they

are to be united under a common head. Make it clear that Saul is primarily a military leader who is to unite the nation in offering such resistance to the Philistines as was impossible while they were disunited.

2. *The coming of Saul*, vs. 17-21. It will be necessary to go back a little way, and review the information which we are given about Saul in the earlier part of the chapter. Who was Saul's father? For what was his father distinguished? On what errand had Saul been sent when he reached Samuel? Suggest the lesson that it is often when we are carrying out some more or less simple duty with which we have been entrusted that the call to some higher service and responsibility comes to us. Was Saul's reply to Samuel in v. 21 an expression of genuine modesty or just a typical Eastern exaggeration?

3. *Saul anointed king*, vs. 25 to ch. 10:1. Speak of the royal entertainment given Saul by Samuel. Be sure to read vs. 25, 26 in the Rev. Ver. Saul had evidently been sleeping on the roof, as multitudes do in the East to-day. Then speak of the way in which Saul is recognized by Samuel as Israel's chosen king. Point out that while Saul, like the judges, is to receive his guidance and commands from Jehovah, these are to come to him indirectly through Samuel.

FOR TEACHERS IN THE SENIOR DEPARTMENT

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

The teacher may find some such headings as the following useful in guiding the class discussion of the lesson: 1. *The Demand for a King*. 2. *The Finding of a King*. 3. *The Acceptance of a King*.

1. *The Demand for a King*. Here the teacher will have to take the scholars back to ch. 8. Bring out Samuel's position in Israel. For many years he had been the head of the nation, and his authority was recognized by all. But now he was growing old (ch. 8:1) and was becoming less fit for the strenuous duties of his office. Because of his increasing age and infirmity, he ap-

pointed his sons as judges in his place. But these men were very different in character from their father, vs. 2, 3 of ch. 8.

Take up the demand of the people for a king, with its two reasons: first, the wickedness of Samuel's sons and the desire of the people to be like the nations round about them, ch. 8:4, 5. Bring out the way in which the people's demand was received by Samuel, ch. 8:6-9. He was grieved at the rejection of himself and his sons. But behind this rejection, he was taught to see a rejection of Jehovah himself. Refer to the warning