

them discuss the relative share of these two leaders in delivering Israel. Point out the nature of Deborah's challenge to Barak. Note that the latter will not undertake the difficult task without her presence. The greatness of this woman's influence is seen in her rallying of the scattered clans. In ch. 5 we read of six clans who gathered. Have the class trace on the map the gathering of the clans, and the situation of the opposing forces.

*The Battle*, vs. 11-16. By questioning, draw a picture of the relative strength of the two armies. Apparently Barak's "ten thousand" were greatly outnumbered by Sisera's "host." The chief strength of Israel's enemies was in the "nine hundred chariots." Israel had none until the times of Solomon. But these war chariots which were "well-nigh irresistible in the plain" were

useless in the hills, and a handicap in boggy ground. Have the class explain the strategical advantage of Israel's position on Mount Tabor. Also note specially the weather factor in the decisive defeat. The deluge of rain is referred to in ch. 5. The effects in making the ground impassable for the heavy chariots, and overwhelming the retreating host in the swollen Kishon, may be described.

*The Unseen Helper*, v. 15. Make the statement stand out that "Jehovah discomfited Sisera." The writer of this history knew where to give the credit. Have the pupils give historical illustrations of the fact that God is not "always on the side of the strongest battalions." The truth of the Golden Text should become the expression of the practical faith of every boy and girl; and this faith in God will alone make noble service possible for them.

### FOR TEACHERS IN THE JUNIOR DEPARTMENT

Teachers in the Junior Department should study carefully the scholars' materials in the JUNIOR QUARTERLY or LEAFLET.

Review the events spoken of in last week's lesson and call for opinions as to how the Israelites would be expected to act, after God, through the judges, had delivered them from their enemies. Ask who has learned, from reading the Bible or the QUARTERLY, how they really did behave and what happened to them on account of this behavior. Many strong and cruel enemies oppressed them, but one of the cruelest of these oppressions was that described in Judg. 4:2, 3.

Have one pupil tell who Jabin was, and another who Sisera was. Ask how long Jabin's oppression lasted and what they find in v. 3 to explain why it ended. Have the Golden Text repeated and press home the truth that God's help is always available, but like these Israelites, we do not always seek it.

Whom did God choose to help him to deliver Israel? What do the pupils know about Deborah? What is a prophetess? How did Deborah know what was going to happen? Explain that a judge's seat was usually under a tree. (See The Lesson Explained.)

Who else did God choose to help him? From whom do our military officers receive their commissions? From whom did Barak receive his? In which verses is his commission stated? Vs. 6, 7. What were its terms? Was Mount Tabor a suitable place to assemble an army? (See The Lesson Explained and QUARTERLY.) Why? God makes no mistakes. What does v. 8 tell us? Who can think why Barak said this? He and his followers rightly believed Deborah to be God's messenger, sent to interpret his will to them. What was Deborah's answer? V. 9. What does "sell" mean? (To give undisputed claim). Explain that "shall not be to thine honour," means that more glory would come to some one else than to Barak. This woman was not Deborah, but Jael, who killed Sisera. (See vs. 17-22.) Contrast Israel's small, poorly equipped body of foot-soldiers (v. 10), with Sisera's army, as described in v. 13. The chariots were low cars. Each was drawn by two horses and held a driver and one, or sometimes two fighting men.

V. 11 has no connection with this part of the story. It is introduced to explain the