

does not prove this to have been the case.

Take, first, *the twofold sifting of Gideon's army*, vs. 1-8. First, the cowards were sifted out,—twenty-two thousand of them. What does this fact show as to Israel's warlike spirit at the time? Were they the sort of people, speaking generally, to win victories? Surely the success was not due to them or to their like.

The second sifting brought the number down to three hundred. Bring out the difference between those, on the one hand, who lapped the water lifted to their lips in their hands, keeping alert and ready the while for any sudden attack, and those on the other hand, who carelessly threw themselves on the ground to drink, heedless of threatened danger. Had the careless ones

any share in the triumph? (See HOME STUDY QUARTERLY or LEAFLET.)

But what about the three hundred, was the credit of the victory wholly due to them? Go over, carefully with the class, the story of the trumpets and pitchers and torches (see vs. 16-21). Was this plan likely to have succeeded? Get the judgment of the scholars as to whether the whole story does not show that the complete victory was due to God's presence with the three hundred.

Now raise the question, How many did God need in order that the victory should be gained? Did he need three hundred? Would one have been enough? Discuss the saying that "one with God is a majority." Does history and the experience of human life bear this out?

FOR TEACHERS IN THE INTERMEDIATE DEPARTMENT

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

Ask several pupils to read from their Notebook the story of the Victory of Gideon's Band. This will reveal the preparation of their mind, and indicate the proper method of approach to each. There is a close connection between this lesson and last week's. Note the underlying cause of Israel's suffering, and the manner in which the deliverance comes, through an inspired leader.

The Opposing Armies, v. 1. Make liberal use of a map that your class may see the situation of the opposing armies. If a blackboard is available, one or more pupils might sketch a map under the direction of the others. Or, if there are work tables in your classroom, all might make a rough sketch on paper. Call for a description of the "spring of Harod." Note its double advantage of providing an ample water supply for Gideon's army, and an excellent natural defence. The position of the Midianite invaders should also be clearly described to bring out, later, the strategy and courage of Gideon's band. Ask the pupils to name some historical parallel for this impregnable position on the hill of Moreh. More important, however, than the geographical, is the personal factor. Discuss the hero Gideon, noting the light cast by the name Jerubbaal. See Judges 6 :

25-32 for the brave deed in connection with which he received this name.

Reducing Israel's Army, vs. 2-8. Have the class give the reason for reducing the army before the attack. How does this army's morale compare with that of any modern army? Get the pupils to describe any modern illustration of this choice afforded in the proclamation. Would this large majority turning home indicate a greater lack of personal courage, or of discipline and army traditions? Note the possibility of confusion in the name "Mount Gilead," and the probability that Gilboa is meant. Discuss the value of the test to further reduce the "ten thousand." The opinion of Dr. Geo. A. Smith is well worth considering, particularly in view of his knowledge of the country. Have the pupils explain how caution and alertness are indicated by the action of those who "lapped, putting their hand to their mouth," v. 6. These qualities will be seen to be essential for Gideon's plan of attack.

The Strategy and Courage of Gideon's Band, vs. 16-21. The intervening verses show the advantage gained by Gideon's visit to the outposts of the Midianites' camp. Observe the significance of the soldier's dream, and how this readiness for panic may have shaped