

ward toward Kadesh, while Barak kept on pursuing the enemy toward the west. Refer briefly to the tragic end of the Canaanite general.

### 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 scholars should be helped to form a picture of conditions in Israel at the time of the lesson. Bring out, that the Lord, from time to time, raised up judges, who, by his help delivered his people from their oppressors; that the people, in the stubbornness of their hearts, returned again and again to the worship of idols; that the Lord, in his anger, threatened that he would not drive out the Canaanitish peoples. Picture the Lord's dealings with Israel as a test to prove whether they would walk in the ways of their fathers or not. Point out (vs. 1-3) that, previous to the time of the lesson, Israel had been oppressed for twenty years by Jabin, a Canaanitish king. In the lesson discussion, the divisions of the HOME STUDY QUARTERLY and LEAFLET may be followed.

1. *Brave Deborah*, vs. 4-7. What does the name Deborah mean? In what sense was Deborah a prophetess? (See Lesson Explained.) Give her husband's name and its meaning. Where was her court held? Any information available about ancient legal customs should be brought out. Take the summons to Barak. Question about the people and places mentioned in vs. 6 and 7. Dwell upon the divine promise which accompanied the summons?

2. *Timid Barak*, vs. 8-12. Is it right to describe Barak as timid? Have the class discuss this. What light does v. 8 throw upon his character? Discuss Deborah's reply as showing the kind of woman she was. What is meant by "sell"? Get the scholars to tell about Heber the Kenite. How did Sisera learn about Barak's movements.

3. *Triumphant Israel*, vs. 13-16. Have the scholars compare the army and equipment of Sisera with those of Barak. Start a discussion as to whether it is always the largest army that wins. Discuss the words of Deborah in v. 14. What do they teach us about her character? What about the real source of Israel's power? Bring out the completeness of the victory won by Israel.

Have the scholars discuss who was the real leader of the Israelites,—was it Deborah or Barak? Have them mention some women who have been leaders in national life, for example, Florence Nightingale and Frances E. Willard. Speak of the part which women are taking in our national life,—their work in the cause of temperance, in the cause of missions, etc. Bring out the opportunities of Christian service which lie before women, as deaconesses, missionaries, etc.

### FOR TEACHERS IN THE INTERMEDIATE DEPARTMENT

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

Your work will be more interesting and your pupils will get much more from the lesson, if the Notebook Work asked for in the INTERMEDIATE QUARTERLY or LEAFLET has been faithfully done. Encouraging this work will amply repay the effort. This lesson may be opened by asking a few review questions about the work of Israel's "judges."

A *Heroine of Israel*, vs. 4, 5. Get the pupils to picture the varied activities of Deborah. The class might share in reading the Song of Deborah, ch. 5. It has special interest, being the oldest piece of Hebrew

literature we have. The meaning of Deborah, "a Bee," may help the pupils to remember her busy life. Ask for the meaning of a "prophetess." Show how this inspired woman was used to inspire Israel. Note her service, voluntarily sought, in settling disputes. But emphasize particularly her patriotic effort in rallying the Hebrew clans to make a united stand against the Canaanites.

*Rallying the Clans*, vs. 6-10. Will the pupils be able to suggest why Barak received his name, meaning "Lightning"? Have