

the water's edge. But Pharaoh's daughter could see it from out in the river. When the ark was found it seemed that all was certainly lost. The babe would be cast into the river at once. But the babe's tears touched the heart of the princess. His brave sister Miriam, who had drawn near, had the presence of mind to get Moses' mother as his nurse.

Bring out the important part played by Miriam; her patient watching, her courage and her presence of mind. Through Miriam, God preserved the future deliverer of her people. Compare the story of Moses' deliverance from drowning in the Nile, to that of the child Jesus being saved from Herod's order to slay with the sword every male child,

under two years old, in Bethlehem, Matt. 2: 16.

The lesson is a contrast between the dark picture of Pharaoh's great power oppressing helpless Israel and the bright one of God's providing and preserving the champion and deliverer of his people. It is a contrast between the seen and the unseen. Make the unseen purpose and government of God real and powerful to the scholars' mind. Everything in nature and in grace depends upon God for its existence and power for good. Bring this home to the life of each scholar by showing what tremendous importance the unseen things of God have for all his life. If we miss this in life, nothing else matters.

### FOR TEACHERS IN THE JUNIOR DEPARTMENT

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

Have different scholars give the connecting links between the lessons of last Quarter and the present lessons, which form a continuation of the history of the children of Israel. Point out that v. 8 of our lesson marks a great change in the fortunes of the Israelites who, up to this time, had been taken for granted in Egypt and even honored because of their illustrious ancestor. Call for the cause of the sudden change and the way in which it was expressed.

Ask why the new king of Egypt feared the children of Israel, and have the answer read, vs. 9, 10. Question as to the methods he employed in order to oppress the Israelites and decrease their numbers, vs. 11-14. Have "treasure cities," (v. 11) explained, and picture the amount of hard labor the building of these cities represented, especially when the workers had to make their own bricks.

It is interesting to note in passing that Pithom has been identified, the walls of the ancient city being found to be built of large bricks like tiles made out of Nile mud with chopped straw to prevent cracking.

Point out that "all manner of service in the field," (v. 14) included the very heavy work of building irrigation canals and embankments which were so necessary to the fertility of the fields, besides the making of bricks.

Have the scholars tell what effect all this

cruelty and servitude had upon the Israelites (v. 12); they were God's chosen people and he was caring for them through all their hardships.

See who can tell what new plan Pharaoh decided upon when he could not destroy the Israelites by cruel slavery and toil. (Ch. 1: 22.) Ask if there was any one who dared to evade the king's law, and how long she was able to conceal her deed, vs. 1, 2. Have one scholar describe her desperate scheme to save her son, another picture the ark of bulrushes and how it was made, and another tell who stayed hidden near by to see what happened.

Comment on the custom of bathing in the river Nile as part of a religious ceremony, and see if any members of the class can remember from last Quarter's lessons why the Nile was considered a sacred river, and why it meant so much to the land of Egypt. Ask what happened when the royal princess found the little boat and the baby cried,—she must have realized how hard its mother had tried to save it. In what way did the sister Miriam play an important part? (Vs. 7, 8.)

Trace briefly the sequel to the story, how the baby was cared for by his mother at her home until he was about two or three years old, when he was adopted by Pharaoh's daughter and educated like an Egyptian prince.