


The Sunday School Banner.

TORONTO, MAY, 1875.

 *Communications on Sunday School Topics invited. Address all communications, Editor S. S. BANNER, Toronto.*

IN consequence of this number of the BANNER containing the Lessons for five Sundays, a large number of interesting selections have been crowded out.

How to Study the Lessons.

THE great object of the International Lesson Scheme is to make such selections from both the Old Testament and the New, as will in seven years cover the entire narrative portion of Holy Scripture, so that the generation of Sunday-school scholars passing through the schools in that time may have a tolerably clear conception of the Bible as a whole, of the general outline of Scripture history, and of the relations of its different parts, especially of the Old Testament to the New. It would be highly desirable if the whole Bible could be carefully studied in that period; but in the limited time allotted to the subject, only fifty-two hours a year, this is impossible. A considerable portion of Scripture has therefore to be passed over. But it will commend itself to every one, that it is better to take the principal events through the entire narrative, even though there may be gaps between, rather than to confine the study to one or two particular portions for the whole of the period.

Now what we are anxious to impress upon teachers and scholars is the importance of bridging over the gaps between the lessons, by at least a brief study of the intervening portions. This will make

the lessons not isolated studies, but parts of a continuous whole. One of the best helps for this purpose that we know is the Berean Question Book, published by Nelson & Phillips, New York, and for sale by S. Rose, Toronto. Every teacher should have it. It costs only 15 cents, and is an admirable supplement to the BANNER. In it the links between the lessons are marked for home studies, so that the student's knowledge of Bible history may be one unbroken and indissoluble chain.

Another important object is to have connected views of Scripture chronology and geography. Without clear conceptions of these the student's knowledge of the subject will always be vague and misty. Those who have never tried it will be surprised what interest and clearness of understanding is added to the reading of the Bible, or indeed, of any book, by reading it map in hand, and following all the geographical changes of the narrative. The consulting of a Bible Dictionary, (Angus's is a good one, or Whitney's) for a description of the place, or thing, or manners, or customs alluded to, will heighten the interest.

A biographical study of the writers of the different books of Scripture should also be added. One should know the time in which, the circumstances under which, and the purpose for which they wrote. Gilfillan's Bards of the Bible, though faulty in style, made a very vivid impression on the writer many years ago, and gave many new conceptions of the grandeur and variety, yet unity and harmony of the sacred book. The Companion to the Bible, published by the London Tract Society, is simpler in style, cheap, and every way excellent for this purpose.

It should be the ambition of every Sunday-school teacher to collect a small Biblical library composed of the best books