

KEY TO INDUCTIVE BIBLE STUDIES

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649308743

Key to Inductive Bible Studies by W. G. Ballantine

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

www.triestepublishing.com

W. G. BALLANTINE

**KEY TO INDUCTIVE
BIBLE STUDIES**

BIBLE STUDY DEPARTMENT

KEY
TO INDUCTIVE BIBLE STUDIES

Second Series

Studies in the Gospel of Luke
Studies in the Book of Jeremiah

By W. G. BALLANTINE, LL. D.

NEW YORK
The International Committee of Young Men's Christian Associations
8 West Twenty-Ninth Street

INDUCTIVE STUDIES IN THE GOSPEL OF LUKE.

PRELIMINARY REMARKS.

The purpose of these lessons is to guide the student in gaining for himself a genuine acquaintance with the Gospel of Luke as a whole, and with the principal ideas in it. The lessons do not aim at doing the work for the student, but at showing him how to do it for himself. Some of the objections made to the studies in Mark have been based upon experience of the difficulty of inducing young men to make any preparation of the lessons at all. It may as well be frankly recognized at the outset that inductive study is impossible unless the members of the class can be induced to give a reasonable amount of time (say twenty minutes a day) to preparation during the week. Very profitable Bible classes are conducted without asking work of the members outside of the hour of meeting, but such classes are devotional or evangelistic, or simply courses of lectures; they are not

11
(RECAP)

59
1143
MAY 21 1903 172763

inductive, and they never can train men in the habit of independent private study.

At the same time it is plain that there are many earnest and intelligent young men in the associations who have had no experience in inductive work and who, after entering the class with enthusiasm, are sure to become discouraged at first. When the class assembles, and it appears that several have not succeeded in making a satisfactory preparation, the leader should not be surprised or impatient, but then and there should have the Bibles opened and by kindly suggestions should lead the members *through the inductive process*. After a practice of this kind the preparation of the next lesson will be much easier. On no account should the class meeting be turned into a lecture by the leader.

In a complete application of the inductive method the first operation of the class should be a general and cursory reading of the book to discover its principal topics or main divisions; the second operation is to define what the book says about those topics. On account of the brevity of the time at command, and of the inexperience of our classes, it has seemed best to assume in this series that the primary operation has been already performed and to proceed at once to the work of the secondary stage. But

no question indicates what answer the author expects, so that the lessons are still truly inductive.

To some persons it may seem a heavy undertaking to study the whole book of Luke in eleven lessons. But the worst fault of ordinary Bible study is that we so seldom treat any book as a whole. We do not allow the author to make a cumulative impression. We will not let him outline a large and complex picture. We insist on using the microscope upon the fragments of the building, and never stand off to take in the general plan. Three months is, however, really a long time to spend upon a little book of less than seventy pages, and it is not unfair to expect an intelligent young man, who has possessed a general acquaintance with it all his life, within that time to discover its main teachings.

Several persons have urged that the lessons on Mark contain too much matter, and that for younger students they should be *divided*. Not at all; that is not the scientific pedagogical method, as every common school teacher will say. The lower the grades in the public schools the wider is the ground covered in a lesson. Advanced pupils study counties and states; younger pupils study continents and hemispheres. If the lessons seem to contain too

much matter *treat that matter more in an outline way*. In order to do this it may be desirable to *double the ground covered*, but it never will be wise to subdivide except for very advanced classes.

These lessons are planned so as to keep the student turning the leaves of Luke, weighing and discriminating the material for three months. The judicious leader will not insist on more precise or exhaustive work than his men can do. All that he will ask is that every answer given be really based on impressions gained in reading Luke (not Matthew or John). But, of course, the more complete the answers can be made the better. To guide unpracticed leaders a complete key is provided, indicating answers to all of the questions with references to chapter and verse. But it is hoped that no one will depend upon the key, or use it as anything but a general guide. By no means should the key ever be placed in the hands of a student. The beauty of the method is that the student is never to know what the answers in the key are. He goes to Luke and satisfies himself what Luke says, and that is all that he needs or cares to know.

Each student is advised to provide himself with a copy of the Revised Version of the New Testament. An edition that is printed without

columns so as to show the paragraphs, as ordinary books do, is desirable. The Oxford long primer, crown 8vo, can be bought in cloth for 20 cents, and is especially recommended. If a man is going to study Luke for three months he can afford to expend 20 cents in procuring the best edition, and it will make more difference in the result than many would think. Each student should have also a cheap note book and should compel himself to note down his results every day. It is well to write the notes of private study on the right hand pages, leaving the left hand pages for additional suggestions received in class. Notes on the margin of the Bible are liable to be in the way of further and deeper study.

The leader of the class is advised to have a blackboard and to write down upon it rapidly the substance of the answers presented by the class. He must be sure to go over *all the ground* of the lesson in some way. Let him cultivate the habit of getting clear views of generals and of *massing* particulars. He must be satisfied to leave a host of subordinate questions unanswered. The whole aim of this series of studies is merely to see the simplest great ideas that lie on the surface of the book as a whole. It will be observed that no text book is used, or even referred to, except the Gospel itself, not

even the Bible dictionary. A common Cruden's Concordance will be found useful in rapid work. But a concordance is only an index. The student is not expected to seek additional light from other sources or to explain what Luke has left obscure. He is to study only what is plainest and clearest.

What we wish to do above all things is to bring young men into living acquaintance with the Lord Jesus. It is believed that such study of a Gospel as is here outlined is better than any other expedient to reach that end. The author of these questions steps gladly into the background and leaves his students face to face with those who "from the beginning were eye-witnesses and ministers of the word."