divide as a whole into two main sections. The first of these will deal with the other nations around Israel, touching especially on Egypt and Mesopotamia. These were the two great empires of antiquity. Palestine lay between them and in their dealings with one another, Palestine entered often in a very important way. We have far more material preserved from these lands than we have from Palestine. Our knowledge of them is today much clearer and more detailed than our knowledge of ancient Palestine. Our material from them has come to us a little longer ago than our material from Palestine and is consequently at present more clearly understood and more universally recognized. We stand probably on a better, firmer ground in dealing with these nations round about them than we do as yet in dealing with the internal history of Palestine. Consequently, it is a field of the very greatest importance for the Old Testament student. The other half of the material, that dealing with Palestine, in this field we do not have as many as we do from Egypt and Assyria. Our material is mostly of a nature which must be interpreted by altogether different methods than those which can be used in Egypt and in Assyria. The knowledge of these methods has come to light in very recent years. Most of the progress that has been made in Palestine has been made in very recent years. Much of the material is now widely disputed and it will be some time before universal agreement will be reached regarding its meaning. We do not stand on as firm ground here as we do in Egypt and in Mesopotamia, but we are dealing with a more recent, in fact with a contemporary development. The material is being discovered before our eyes. We cannot tell what may come to light during the next few months or years.

It is of vital importance to have an idea of what has already been disvovered, of the methods that are being used, of the tremendous results that can be established with fairly complete certainty already and to be prepared in some way to understand the