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English language and in the English Bible that a graduate without a broad and comprehensive knowledge of both, would be an exception.

3. Placing inexperienced students under wise pastors for a vacation or two for practice should be beneficial and practicable.

4. Dr. Harper says, "It (the seminary) is a place where men shall be taught to think ;" and, when he says this, he strikes the very heart of the whole matter. If students are made to do downright hard thinking by their teachers, a thousand and one other things re apparatus, buildings, curriculum, etc., may not be what they ought to be, and yet the student will do enthusiastic and profitable work. He says, "The lecture method is, for the most part, unsatisfactory. This is even more true of the textbook method." If such a change could be made that students would not be expected to spend precious class time day after day in hesitatingly reciting what they, the night before recitation, with no helpers, most laboriously and imperfectly teach themselves, about many deep and strange subjects, from many text-books, (amazing college advantage!) but would instead be grappled by their professors and made, right there in the class, to think out the subject as presented by him, a mighty change would be wrought in the power of our schools, and its quickening effects would soon be felt on the whole denomination.

5. While large, wealthy churches may be able to support three or four specialists, the vast majority of churches in this country cannot support more than one man. This man, therefore, needs to be an "all-round" man, capable of training his church members to do, themselves, the work of specialists. In our school, instead of adapting our curriculum to the training of specialists, we should rather make it broad enough to include, for all our ministers, a thorough training in evangelistic methods, and in church administration, aiming, above all else, to turn out men "full of faith and of the Holy Ghost," with a deep-rooted passion for souls.