

NOTES FOR TEACHERS.

BIBLE STUDY AND UNIVERSITY EXTENSION.—The description by Dr. Kent of what he was able to accomplish in his long trip through the West tends to confirm the opinion which has been forming in the minds of educators for a long time, that there is everywhere a latent interest in the study of the Bible, which is easily aroused into activity by an enthusiastic organizer. "The Literary Study of the Bible" is a phrase which has become familiar through the lecture-studies of Mr. Moulton. It tells its own story. Why should not the Bible be studied as a piece of literature just as Shakespeare is studied? There are thousands of people who cherish its teachings, and try to shape their lives by them, who yet have never approached the book as students, who have a very inadequate knowledge of it as a book, of its history, its growth, its content. The American Institute of Sacred Literature has done a great work in awakening desire for just such study of the Bible, and University Extension comes to supplement and extend these labours. Those who have attempted to organize clubs for the study of the Bible have been surprised at the ease with which they have succeeded in enlisting the interest of the people, often of various denominations, or of no denomination at all. As Dr. Kent clearly shows, the Sunday school cannot supply the necessary knowledge. There is need for careful, systematic study under the direction of some trained leader. The University Extension system is just the one to meet this popular demand for Bible study, and there is evidence that in many places this winter there will be given courses of lecture-studies upon this book, which has had such a tremendous influence upon the

history of the race, and which for that reason, if for no other, should be examined with thoughtful consideration by those who desire to be well-educated, just as they might wish to study Homer or Milton or the sagas of the Norsemen.—*The University Extension World*.

SCHOLARSHIPS.—The correspondence in the daily journals on the subject of scholarship deserves public attention, and raises grave questions with regard to the practical good of scholarships. At present there would seem to be a scramble between Oxford and Cambridge and between College and College to get hold of the cleverest and most promising students. With a view to the obtaining of scholarships little boys and girls are placed under training almost as soon as they have left the nursery. The private governess prepares the pupil for the little Preparatory School, and the little Preparatory School for the big Preparatory School, and that in its turn for the scholarships at our Public schools. So that up to the age of eighteen or nineteen the learner is kept under constant training for one object. We do not deny that there are advantages in this steady pursuit of one definite aim, however narrow it may be; it develops power in a particular direction; it strengthens the will; it secures a high standard of scholarship; but, on the other hand, it is apt to leave out of sight whatever does not contribute to the main object kept in view, and so narrows education in many important respects while deepening it in one or two. There are two strong objections to the whole system. The racer is run too young, and is liable to be ruined in the process. The prize does not always fall to the most