

to form an intelligent opinion on the question before him is outdone by his fellow whose only care is to get up the various heads and points in such a way that he can put them on the paper with the least possible delay. The mere rote of the parrot passes current for intelligent reflection, or, perhaps what is still more to be deplored, the palm of victory is given to the one who can most deftly use the quill. Thus while the stimulus of competitive examinations calls forth exertion, it too frequently directs that activity to the mere cramming of the outlines of the text-book or of the lecture, and discourages the more important though less pretentious labour of making these thoughts one's own.

These are evils which from the nature of the case belong to the system and which are not entirely eliminated when the examination is conducted in the best possible method. There are, however, defects peculiar to the way in which scholarships are given in our colleges which make these evils greater than is necessary. For the most part scholarships are given on separate subjects. The student who stands first in one of these subjects gets his scholarship, and is spoken of throughout the Church as an able student though perhaps he may foot the list in every other subject. The one on the other hand who faithfully does all the work but is outdone by a specialist in each of the departments gets no scholarship, and the ominous silence concerning his name in the prize list gives the impression that he is one of the *dull boys*, while it is quite possible that in general proficiency he is far ahead of many of those whom the class list marks as his superiors.

We are told that life is too short to learn everything that might be learned,

and that it is better for a student to direct his energies to one subject than to spread them over a number of departments no one of which can be completely mastered. We admit there is some truth in this. If one is to know work accurately he must specialize, but is there need for any encouragement in this direction during the College course? A wise consideration of the case points in the opposite direction. The various parts of Theological studies are so dependant on each other that a good grounding on each is needed to form the basis for specializing afterward. The exegete has to fall back on Apologetics for the assurance that the writings which he studies are genuine and authentic, while the student of Systematic Theology depends on his knowledge of Exegetics for the very material out of which he is to construct his system. Thus in the College course every encouragement should be given to the student to get a good elementary knowledge of all the departments of Theology. The plea for specialization during the College course has still less force when it is remembered that the examination calls for almost nothing outside the notes given in the lecture-room. Thus to direct the energies to one department is not an encouragement to read widely and get a full knowledge of the subject, but merely an inducement to do so much more of the mere rote work in cramming up the professor's notes, and however excellent these may be they can never take the place of a full independent examination of the various authors by the student himself. Were the scholarships all given on general proficiency we feel sure that a great step would be taken to make them what they are designed to be — a reward for honest and faithful toil.