

faction.

A third aspect deals with problems which are not specifically religious. Many phases of life are made up of a solution of smaller or larger problems. In every phase of life ~~if~~ there are problems which should be faced and correctly answered. Skill in doing this is not acquired without very considerable effort. It is vital that students in seminary be trained in this matter.

It is also vital that skill be acquired in dealing with particular practical situations as they arise and in handling contemporary matters. Here should be a great part of the value of Church History. As Church History is frequently taught, it is simply a matter of learning names and dates and a great mass of material is presented which seems to the student to have no relevance to his life. It is essential that a certain amount of basic material in Church History be thoroughly mastered. Beyond this basic material, the great value of the greater part of the time spend in Church History would seem to be to learn how great Christians faced the problems of their day and what conclusions they came to and what result occurred when they tried to put these conclusions into practice. Thus Church History should be a very vital course in giving students practice in handling situations and should be of tremendous great help in developing the skill of interpretation or understanding.

Lip service is constantly given to the value of the development of teaching students to think or enabling them to learn to interpret or to understand correctly. However, it is a matter of actual practice when it comes to making up examinations, whether they be of the essay type or of the (objective type) In either case the tendency is for the