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REVIEW SECTION.

I.—BETTER TRAINING OF CANDIDATES FOR THE MINISTRY.

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ANYTHING like a full discussion of the subject suggested in the title to this paper would include a consideration of four points, namely,

1. The Choosing of Teachers ;
2. The Choosing of Students ;
3. The Choosing of Subjects to be Taught ;
4. The Choosing of Methods for Teaching.

Of the four important points thus stated, I select for present treatment two only, the first and the last. In treating them I will try to be as direct and as practical as possible, saying what I have to say with frankness and with candor.

In the first place, then, as to the choosing of teachers for the work of theological instruction.

I do not think we exercise careful wisdom enough in seeking to get the best teachers obtainable for our theological students. One reason is that we do not sufficiently recognize the difference between teachers and teachers. Good teachers are never anywhere in abundant supply. The teaching gift is rare ; it is perhaps as rare as it is precious. I have myself, first and last, had a great many different teachers, but among them all there are not more than two or three whom I could conscientiously pronounce eminently good ones.

Consider. To be an eminently good teacher, you must first know ; second, know how you came to know ; third, know that others are not necessarily to take that same path, or any same path, in coming to know ; fourth, be quick in intelligence to see, in each several case, what path to knowing is the one natural and best for another to take ; fifth, alert ever to understand that other's conception, right or wrong ; sixth, sagacious to divine his difficulties ; seventh, fertile in providing alternative forms of expression for an idea to be conveyed ; eighth, indefatigably patient to insist on the learner's really getting what is conveyed ;