

severing, honest plodding, he still should be under lasting obligations to his *alma mater* in after life.

Second. A college training is good, because *it teaches a student he does not know everything*. When the student in some instances arrives fresh from the High School or Collegiate Institute, it is amazing how much he knows, or rather thinks he knows. It is a wonder that one so highly learned should need to further prosecute his studies. But alas for human pride! If the same student attend college faithfully for four years, he will leave college with more modest views of his attainments. When he came, he may have imagined he knew everything, now he is willing to acknowledge that there are many things which he does not know. Thus he learns a salutary lesson of humility from college life. He now is able to appreciate the truth of these words, "A little learning is a dangerous thing."

Third. A college training is a benefit, because *it brings the student into communion with ripe scholars in the persons of his professors*. He meets with men who are specialists in their own peculiar departments, and who are thus well able to give information to inquiring minds. He is thus introduced to the various branches of polite learning, and introduced and guided so that he shall be enabled in after life to prosecute successfully his studies in whatever field he may decide to enter upon. Thus at college a man's education is not finished, it is only begun. There, to use a figure, he is equipped with all the tools that will be necessary for him afterwards, in the prosecution of his studies. Happy, indeed, are those students who thus possess the great advantage of mingling with men of ripe scholarship, and who have opportunities given to them of obtaining a liberal training.

Fourth. *College training develops the mental powers, and develops habits of correct thinking, and accuracy in the statement of facts*. That college training should develop the mental powers, is what all naturally would expect. It is the mental gymnasium, where the mental faculties are strengthened by being exercised, and the necessary checks laid upon mental activity by intercourse with professors and students develops right thinking and habits of accuracy of statement in the expression of our thoughts. Thus, from these and other considerations, we highly value college training. But we must not imagine that such results will be attained in the case of every student. We are here laying down general principles, and the results here predicated of college training will be produced when students possess, along with this training, the qualities and abilities that are essential to success. If a man is devoid of sense, college training will not supply the lack; but where there is dormant greatness, latent powers of mind, a college training will develop that greatness, and enable such a mind to be of far greater benefit to his race than he otherwise would be, if deprived of such valuable training.

Notes on Mission Life.

A GOODLY proportion of theological students engage in active work during the summer season. Some of the men so engaged supply the pulpits of pastors whose appreciative flocks have given them a season of rest to traverse the wide main, and revel amid the scenes strange and variegated which portions of the old world present to the view; or to seek the sunny south where the orange and myrtle bloom; or our own vast north-west with its boundless tracts of prairie-land. But a great many students find themselves located in the spring-time in far less inviting fields, as far as appearance goes, yet, fields which, owing to the special needs of the people and the peculiar nature of the surroundings, stimulate active workers to diligent efforts. In those regions far back from the frontier, where the settlers are scattered; where here and there a rudely constructed school-house discloses itself to the view amid the trees; where the woodman's axe is still heard resounding through the forest; where smoking and smouldering masses denote attempts to subdue the stubborn soil, our student is often wont to find congenial employment. Perchance he has emerged from the Hall with his cheek "sicklied o'er with the pale cast of thought," with his digestive apparatus considerably impaired, with shaky limbs, unsteady nerves owing to the tremendous onset which the concentrated energy of Homiletics, Introduction, Exegesis, etc., have made upon him. However, now he has assumed as his place of abode the blissful country in its most rusticated aspect. His spirits rise, his appetite assumes alarming proportions. The honest and kind-hearted country matron plies him with potatoes, preserves, pies, etc. Healthful currents course through the veins. The zephyrs of the grove fan the cheek. What joy in the country! The student longs for it. What though the Canadian band muster in adjacent ponds in innumerable battalions, and chant their nightly lullaby! What though the voracious mosquitoes in hungry squadrons, singing their plaintive warning war song, insert their absorbing beaks in a hundred different places, and dash in wild fury around the ears, neck and undulating physiogues of the happy student! What though he compose his sermons amid attendant hosts of black-flies and insidious sand-flies! He thrives under it all, and is daily amassing an amount of muscle to help to carry him through the approaching session. The energetic man takes infinite pleasure in encountering these training vicissitudes. He traverses the country making calls upon the expectant people, now making his way along the forest path; again, propelling the unsteady canoe across the lake. The crows gathering in dark columns to hold a concert because of a lately deceased cow; the hen-hawk preparing to cheat the student out of a promising chicken; the twittering swallow; the chirping grasshopper—all join in a free serenade. It may sometimes happen that he has to run