

and to enrich his mind from the treasures of truth which the sacred writers record? In saying this I offer no excuse for indolence or ignorance, nor do I object to those whose early education qualify them to do so, indulging, as they may find time, in literary recreation by perusing the pages of cultured heathen writers who flourished two thousand years ago. What I plead for is a competent knowledge, first of all, of what is absolutely essential to a man's vocation.

Next to this specific training in the biblical languages I would place a thorough knowledge of the English language and its literature. It offers opportunities for mental training and culture second to none within reach of the average student. It must always be the vehicle of instruction to his future parishioners, and his success or failure will largely depend upon the ease, precision, and beauty with which he makes use of the rich resources of our language. Profound thinking loses much of its legitimate influence through lack of skill in framing the sentences by which it is expressed. A barbarous, involved and turgid style lessens the practical force of the most original train of thought, while very ordinary thinking is effective and listened to with delight and profit when conveyed with the clearness and fascinating elegance of which our language is capable.

How immensely, for example, would the comfort of students and the value of Butler's Analogy be increased did some one translate it into the terse and telling English of the late Professor Huxley or Drummond. These celebrated men gained a hearing from millions as much by the character of their style of writing as the nature of the subjects they discussed. Why should not the literary training of theological students fit them to emulate such examples?

Equally important is it to insist upon the study of oratory. The minister is necessarily a speaking man—a teacher; and yet how often is this overlooked in his training. The late Principal Caird, of Glasgow, in one of his university addresses justly remarks: "Of all intellectual agencies the faculty of public speaking is perhaps that which, in proportion to its practical influence and importance, has received least atten-