

study is the great end for which we come to college, many will dissent. The great end is that we may be educated and fitted for the duties of life in the sphere to which God has called us, and study is only one means to that end. Any other means which contributes to the same end must be guarded as diligently. As ministers of the Gospel, if we are to be successful, we must have sympathies broad enough and deep enough to be interested in every phase of the life of the community in which we live; but if, while at college, our interests are so centred in self that we never find time to inquire how the different college societies are progressing, or to lend them any assistance, it is not at all likely that our interest in things outside of ourselves will be of much account on leaving college, and our influence will be proportionably lessened. Unselfishness being the very heart of the Gospel, if when at college we do not learn to get beyond ourselves in our interests, our hopes, and our aspirations, we have already failure written on our career. Our attitude, therefore, towards our college and the different phases of its life is more vital and far-reaching than would at first sight appear, and it behooves us each one to see that it is what it should be, else failure may result where success should have been achieved. Let us give our hearty support to everything which concerns our college; and thus, while helping to make it what it should be, we will be making ourselves men, and fitting ourselves in the best way for the work which lies before us.

HOMILETICAL INSTRUCTION.

We have often wondered if some arrangement could not be made by which students would receive some instruction in the principles of homiletics earlier in their course. This year the members of the graduating class are hearing for the first time a course of lectures on systematic homiletics. If the church declared that only in the last year of college training students should begin to preach, no exception could be taken to having instruction in this important branch of ministerial training placed so late; but when it makes no such restriction, and recognizes the fact that students preach—and, indeed, encourages them to do so—it appears strange, to say the least, that instruction as to the manner of preaching should be delayed so long. Many, if not all, in the graduating class have been preaching for three or four years, and some for a longer period. The result is that every one has, by this time, a system of sermonizing pretty well formed, and, consequently, the instruction he now receives will mean far less to him than it would have meant at an earlier stage in his college career; for before he can avail himself properly of the instruction now given, and master thoroughly the principles taught, he must unlearn all that is wrong in his own system, and cut himself free from all improper