

training is, therefore, a *conditio sine qua non* of preparation for the pastoral office, and of no other language can this with strict truth be alleged.

It may be that this view of the matter has never been absent from the minds of those who are charged with the direction of ministerial education in the Presbyterian Church in Canada, and that any defects noticeable in the means provided for securing the necessary English training are tolerated simply because no way has been found of removing them. Into the question of appliances I do not here enter. Confining myself to the definition of a course, I propose to show with as much detail as space will permit what should be aimed at, leaving to others the task of indicating how such a training as I here outline is to be secured for theological students. It is at least something to have a correct ideal, and if we have that, our efforts, though they may fall short of accomplishing our aims, will be more successful than they are likely to be if we have no clear conception of what we are working for.

It is fortunate both for the preparation of this paper and for the cause of ministerial education that there need not be any difference between an English course prescribed for preachers-in-training and one prescribed for those in search of a liberal education. The subjects made use of and the use that is made of them as a preparation for the work of composing and delivering sermons and other addresses are precisely the subjects and uses which find a necessary place in the culture demanded by social life. For each purpose English may be viewed as lending itself to three distinct modes of treatment, which I may call the practical, the scientific, and the esthetic, and I now proceed to consider what is involved in these various kinds of training.

#### I. PRACTICAL TREATMENT OF ENGLISH.

What is aimed at here is to secure that the person in training shall (1) have something to say, and (2) be able to say it in an effective manner. This is the time-honored distinction between what the old writers on rhetoric called "invention" and what they called "style." I need not dwell on the former. The whole of the student's education is part of his preparation on this side. All the circumstances, events, and experiences of life are also part of it.