

time, for two sessions, the lectures on Methods in Classics in the School of Pedagogy.

When it is remembered that all students in University College take Latin in their first year, and the majority in the second, it will be seen that these years have been a peculiarly severe test of real teaching power. Personal weakness would have produced complete and unmistakable failure, and defective scholarship could not have escaped detection. In a word, the lack of qualities necessary for permanent and progressive usefulness must have long since been established beyond all question.

These thirteen years of teaching have not been without success. I think I am within the truth in saying, that, in each of the four positions I have held, my effectiveness was felt to be continually increasing, and I believe it would be so in this larger sphere.

It is doubtless true that, in the normal and desirable course of events, such a position would have come to me later. It is only fair, however, to consider that I am at the very prime of working powers (which, other qualifications being satisfactory, is a more than ample compensation), that my four years' work in the department will enable me to take up the work as another can hardly be expected to do, and that the place will enable me to study foreign methods and do important work in other fields, which must ever remain impossible to me in my present position. Of such advantages I should not be slow to avail myself, and the University would be guaranteed a lifework of earnest and devoted service. For I recognize that the Professorship would be given to me more in the generous hope of future usefulness than in return for work accomplished.

While I frankly admit that in pure history I should undoubtedly never achieve the very remarkable possibilities of my predecessor, nevertheless I believe that I am not destitute of some strain of his peculiar gifts and that I possess strength in other ways which will in time enable me to