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THE INSTALLATION ADDRESS OF PRINCIPAL GORDON.

Mr. Chancellor, Members of Convocation, Ladies and Gentlemen:

PERMIT me to acknowledge with keen appreciation the honour conferred upon me in this formal installation to the principalship of Queen's University. I cannot stand here on this occasion without thinking of him who last occupied this position, and to whom this University is indebted more than to any individual. During these past few months I have, at every turn, found evidence of Principal Grant's untiring and watchful devotion to Queen's, of his intense interest in all that concerned her welfare, of his inspiration and guidance in all departments of her life, and my experience thus far has convinced me how difficult and well nigh impossible it is for another to carry all the burden which he laid down. Only through the kind co-operation of the Trustees and Senate can I hope to discharge with any efficiency the duties of this office.

When I came to Queen's a few months ago I had an opportunity of addressing the Council, and I took occasion to speak of the requirements of a modern University and of the efforts that Queen's had made to meet these present-day demands. Increasing acquaintance with the work assures me that there are features in the type which this University presents and in

the ideals which it seeks to realize; that are specially fitted to make it of increasing value to the country.

Most of the Universities in Canada, as in other countries, were founded and nursed by the church, partly to prepare men for the Christian ministry, but, along with that, to furnish also the education required for other learned professions. A small number have owed their origin to the action of governments or to the beneficence of individuals. The model was usually taken from the mother country, some adopting the idea of a residential college, but the great majority following the lines of the Scottish and continental universities. The circumstances and needs of the country, however, called forth some variety of effort and of type in adapting the old plans to the new conditions. The national resources had to be developed; lines of industry and activity must be opened up; there could be no atmosphere of learned leisure about the colleges; the traditional kind of training seemed rather antiquated; the universities must be brought up to date. The old list of professions might still be provided for, as they were all still required by society. The sins and sorrows and sufferings of men still called for the services of the lawyer, the clergyman, the doctor; but learning was required in other callings also. Engineering was