

Queen's University, when Ontario was weak in numbers and in wealth, at great personal sacrifice to its Professors and faculty, supplied the means of higher education to this portion of the Province and thus demonstrated its faith in the intellectual ascendancy of educated men. The extent to which our national life has been strengthened and refined in this way, it is impossible to estimate.

There are two features of University work which, in my judgment, should never be lost sight of, viz. research and leadership. It is not enough that the student of a University should appropriate to his own use the stores of knowledge to be found in its libraries or in the minds of his Professors. The mere power of absorption is so mechanical an operation as in some cases to require but little mental effort. The true attitude of the University student towards all knowledge is that of inquiry. He should study language with a view to the better expression of his thoughts, and every shade and variation of thought evolved through the translation of the Classics is to him a discovery of the infinite variations of the human mind. Constantly he asks himself the question, what does the author mean, what was his thought, and through the written word becomes the interpreter of the men whose work and writings have come down to us laden with the richest thought of the age in which they lived. It should also be the ambition of every University to contribute something to the general stock of knowledge. German Universities have for many years made a specialty of Chemistry and Biology, much to the economical and physical advantage of the human race. Oxford

and Cambridge, on different lines, have also enlarged the sphere of human wisdom by investigations in History, Mathematics and Literature. The spirit of research is that of the explorer,—not content with current opinions until they are tested and verified. The real student pushes inquiry even beyond the recognized boundaries, and in so doing often makes unexpected discoveries. This is the experience of all scientific investigations. How much have Canadian Universities contributed in this direction to human knowledge? How many students take up the study of Chemistry or Biology, or History with a view to supply some missing link or to clarify some doubtful point? How many knock incessantly at the bolted door of Nature's mysteries for an entrance? It is only when we superadd to the ambition of the student to reach a high standard of scholarship, the ambition to extend the limit, of that scholarship as recorded in the text book of the day, that we can hope to find our Canadian Universities taking equal rank with the great Universities of England and the Continent.

Another purpose of a University is to train the citizens of the country for leadership in every department of usefulness. The natural *vis inertiae* of individuals to activity would very soon overwhelm the human race were it not for the infusion of that spirit of development which leadership in every sphere of activity inspires. The object of our great Industrial Exhibitions is to show the easy going and indifferent what intelligence combined with activity can produce. The indifference of many thousands to improved sanitary conditions can only