

at the character of the buildings, or rather building, but in one thing I was not disappointed, namely, in my colleagues. A somewhat self-satisfied young man, such as I suppose I then was—I fancy the conceit has been pretty well taken out of me by this time—I have no doubt that, like some of my successors, I was disposed to regard one or two of my colleagues as a little slow. But however that may have been, there was certainly nothing to desiderate in the way of kindness and enthusiasm and love of truth. I say it absolutely without reserve, that from that day to this I have never ceased to be grateful that my lines should have fallen in such pleasant places. Of the two colleagues who are still with us, it would be unbecoming in me to speak, but it will not be out of place for me to say how great a privilege it was to be associated with a man of such sterling integrity and openness of mind as Principal Snodgrass, with so sagacious, lovable and widely-cultured a man as Dr. Williamson, with a quiet, conscientious Christian gentleman and scholar like Professor Mowat, and with Professor Mackerras, one of the most beautiful and heroic souls I have ever known. With colleagues like these I entered upon my duties here. We were all from the first like brothers. It was my theory then, as it is now, that whatever a man's nationality, he should be above all a citizen of the country in which his lot is cast; and I hope no one has ever found that I have been a poor Canadian. The spirit, I say, which actuated my first colleagues was the same spirit as now rules in Queen's. It is not in any boastful mood that I say we were lovers of truth, and had complete faith in the power of truth to defend itself. Queen's has always been poor financially, and perhaps always will be—though I hope not—but she has been rich in faith. We have not attempted to keep our students in leading strings. We have taught them to think for themselves, and our reward has been that we have a number of manly, truth-seeking men among our graduates, not deficient in reverence, but full of that deepest of all reverences, faith in the love and goodness of God. I understand that there are some

good, timid people who hint that we are "dangerous." I think we are. We are very "dangerous" to superstition and tradition and intellectual sloth; but we may safely challenge any one to show that we are dangerous to the truth. On the contrary, I venture to say, knowing whereof I speak, that we have saved many young men from a shallow scepticism and an equally shallow traditionalism by treating them as men not as babes.

Enough of self-glorification. Let us escape into generalities. A university has as its main aim to supplement the weakness of the individual by the strength of the race. But it must also ever keep before it the great importance of not crushing out the individuality of its teachers and students. These two objects are to my mind two aspects of the same thing. How can you put the individual at universal points of view if you merely tell him what the great minds of the past have thought and done? A man cannot digest if a quantity of crude matter is simply placed in his stomach; he must assimilate the matter, and only when he does so will it become food. Therefore, the true university will be very careful to see that its students are not made dyspeptic and are not starved; it will be careful to see that nutritious food is supplied and that it is thoroughly assimilated. Now it is not possible for anybody else to do this for a man. And, therefore, as I have said, to make a man universal, and to make him think everything for himself, are correlative principles.

(2) As to the function of the teacher in a university, I shall only say that I have become more and more impressed, as my experience as a teacher has widened, with the importance of making men do their own thinking. When I first came here, a crude young man of twenty-five, with very little experience as a teacher, I naturally followed the traditional method of giving set and formal lectures, and I fear that the results were not always of the best kind. Gradually I have been led to discard formal lecturing almost entirely, and I believe from the results that the new method is preferable. I do not undervalue the regular lecture as an organ of instruction, but I feel convinced that