

heaval occasioned by the passing of the Rebellion Losses Bill in Lord Elgin's time :—

"Many interesting reminiscences of that stormy period have been given and are now more or less forgotten, but there is one incident recently revived which certainly merits permanent record. It concerns a gentleman, now a resident of Ottawa, the highly respected Chancellor of Queen's University, Mr. Sandford Fleming—then newly arrived in the colony from his native Scotland. He it was on the disastrous night of the conflagration who, at the imminent peril of his life, bore through the flames of the Legislative halls that well-known picture of our revered Queen which now adorns the Federal buildings of the Dominion Capital. What more patriotic subject for the painter's brush or the poet's fancy."

We suspect that, when the Chancellor saw that the picture was safe, he tried to give the credit of saving it to somebody else.

PROF. McNAUGHTON'S ADDRESS.

The following address was delivered by John McNaughton, M.A., on the evening of his installation to the Professorship in Greek :—

I have to thank you for the honour you have now conferred upon me. You have appointed and solemnly installed me as the first Professor of Greek in Queen's College. I look upon this appointment and installation as a very great honour indeed, I assure you, and, what is the other side of the same thing, as involving a grave responsibility. To be almost the only Professor of Greek in a vast region like this magnificent Dominion, which, considering its natural resources and the vigorous character of its people with the great traditions they inherit, has the assurance of a great destiny before it in every department of action and thought, is to have signal opportunity for good service or else for the conspicuous manifestation of sad incompetence. For the greatness of Canada in the future will depend upon its culture and, if we can argue from the past to the present, its culture will largely depend on the extent to which it succeeds in imbibing the Greek spirit. And that again will largely depend on what the leaders of thought take out of the Greek class. By the leaders of thought I mean you, gentlemen, and the like of you, the future clergymen, lawyers, doctors, journalists and literary men of the country. You will be centres of light or darkness wherever you go; looked up to by the mass of toiling men around you as the representatives and models of a liberal education. You will be the heaven destined to leaven the lump whether for good or evil; for all that is inspiring and pure and lovely and of good report, or else for what is ungenerous, stupid and narrow-minded. And, just as in the past the subject which has been entrusted to me here has contributed such mighty impulses to the upward and onward movement of mankind, I judge that its force is in no way abated yet; that it can do almost as much for us now as it did for Italy, Germany and England in those wonderful days of renaissance, when the introduction of Greek letters into Western Europe changed the face of the world and brought in the modern age. It is no light thing to be entrusted even in the humblest capacity with the workings of so powerful an

engine as this has proved itself—to be made custodian of the sacred Greek fire. I know well from my own experience that however rich the subject is, a great deal depends upon the teacher. It is possible for him to take all life and colour and motion out of what ought to be most rich and vivid. On the other hand he may infuse the light of large principles, the warm breath of human interest into the dryest details. In the student's mind the subject and teacher are indissolubly associated, and he is apt to credit the one with the tiresomeness or the brightness of the other. Our students come to us generally at the age of maximum receptiveness, when their minds take on impressions as easily as wax and keep them like carved marble. They rapidly draw conclusions and, what is more, as a rule abide with them all their lives. And then so many successive sets of them come up—a new set every year; so that a professor has really a large power of inspiring widespread interest in his subject or else widespread disgust. There are many things then in the present situation calculated to inspire a new Professor of Greek with diffidence and misgiving, the greatness of his subject, the important public issues that hinge on his success or failure, the fact that on him it greatly depends whether this magnificent literature and imperishably significant history are to be a vital force in moulding the impressionable minds of those who are destined in their turn to mould the future of a great country in respect of its highest interests.

For my part I count it as about the greatest good fortune which has fallen to me that I was introduced to Greek literature by a man with whom to be connected was in itself a liberal education—Professor, now Principal, Geddes of Aberdeen. He is well known throughout Europe as one of the widest and most accurate scholars of the time. The learned world knows him and appreciates him; his work on the problem of the Homeric poems will always rank as a monument of critical sagacity and of an erudition wonderful both in breadth and depth. But the world does not know that to him, and him alone, is due the present state of classical scholarship in the north of Scotland, so incredibly advanced beyond what it was thirty years ago. The world does not know, what all his pupils know—and they are scattered all over the world to-day—his intimate acquaintance with every civilized language and the best of what it contains, his intense and life-long devotion to all that is high and beautiful and good in every literature, and the irresistible charm with which his noble character and deep-rooted enthusiasm have drawn so many minds to an almost passionate reverence and love for the eloquence and poetry of Hellas. Such men as he make a country great. They are the salt of the earth. Their influence is not confined to those directly touched by them, but extends in ever-widening circles to the scholars of their scholars, the sons of their sons in the muses, and in a broad band of light goes round the world. *Quasi Cursores, vitæ lampada tradunt.* Not their children only, but their children's children arise and call them blessed.

It is no wonder, then, that being convinced as I am of the greatness of my subject, and having before me realized in my own experience so high an ideal of what a teacher of Greek may be, it is no wonder that I see many