

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 ought 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 wisest 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 lifelong 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 the 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 schol-

ars, the sons of their sons in the muses, and in a broad band of light goes round the world. *Quasi Cursores, vitai 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 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 things to damp the joyful alacrity with which I accept the office you have conferred upon me. But there are considerations on the other hand which give me encouragement and hope. Greek is a subject of such innate charm, so essentially delightful to any one who has any turn for literature that it requires more than commonly massive dulness to choke the interest out of it. To make Greek uninteresting would be an exploit worthy of being sung by another Pope in another *Dunciad*. A reasonable amount of diligence and attention on the part of the teacher ought to ensure a modicum of success, if not the full measure possible; and diligence and attention are within everybody's reach.

I feel that I can always count on help and sympathy and encouragement from our principal, who never fails us, and from a united band of colleagues who would do honour to any university in the world, distinguished too for harmony in their mutual relations to an extent which I fear is rather rare among the learned. And last of all, but not least, I have had enough experience of you, gentlemen, and enough of students in other parts of the world to contrast with it, to make me thoroughly appreciate my good fortune and bless my happy stars for lighting among such a mild-mannered tribe as the students of Queen's College. I find you do not consider your Professors as your natural enemies. You recognize the fact