

active than formerly and both instructors and students carry a greater personal responsibility towards the corporate body and the community than they formerly did.

Now let us examine the means and methods of University training of the present day. There are in the first place, the lectures, which are as it were, the remains of the old system of dogmatic teaching and they have for that reason been the subject of very serious criticism in recent times. It is stated that the lecture has no longer a place in modern teaching, that it puts the hearer entirely into a passive attitude, is of no educational value to the student who mechanically records the instructor's words on paper and that it, therefore, can never take the place of active, personal effort. I am far from sharing this view. I believe that even in the modern curriculum, the University lecture should occupy an important position, if properly conducted. I can do no better than quote to you here a statement of Professor Paulsen regarding the office of the lecture:

"Its object is to give the hearer seeking an introduction into the subject, a living survey of the whole field and through a living personality. It should enlighten him concerning the fundamental problems and essential conception of the science concerning the stock of knowledge acquired and the method of its acquisition and should in this way arouse his active interest in the science and lead him to an independent comprehension of the same."

Great importance should, in my opinion, be attached to the personality which presents the science; the lecturer is the living impression of one devoted to the subject who spends his strength and life in it. He confronts the student with its importance and reality. Goethe puts it perhaps too strongly when he says "Writing is an abuse of language, silent reading is a sorry substitute for speech. Whatever influence man exerts upon man, he exerts through his personality."

But quite apart from these subjective factors, the lecture is indispensable for the student as a safeguard against being overwhelmed and drowned by the mass of the evidence. It is the only possible safe road of conveying to the student the relative importance of the accumulated facts and theories to show him their historic connections and evolution, enable him to appreciate the relative importance of