

all life out of the community. There can be no doubt, too, that commerce as we usually call it, or at any rate competitive commercial selling, has been very much overemphasized during the last hundred years and the results we all feel and know too well at the present time. The aim of a liberal education, therefore, is to see that all these elements in the composition of human life are respected at their proper value, or as Aristotle says, "in accordance with reason". The aim, therefore, of a university, as I see it, is nothing more or less than this critical, rational evaluation of all human activities.

3. It is useless to return to one hundred or even fifty years ago in human history to find the solution for these threatening problems of our present day civilization. Fifty years ago almost every community in the world was self-contained. The science of communication was in its infancy. The relation of science to industry and life was scarcely recognized. International trading on a large scale was almost unknown, or at any rate played only a small part in human existence. Each community had its own school and college or university, and the influence of its educational institutions seldom travelled very far beyond its own frontiers. The college was for the most part content to train a sufficient number of school teachers, clergymen, physicians and lawyers to meet the demands of its own community. Today the whole scene is changed. Our problems to-day are not community problems but world problems and I may also add world problems of the most perplexing and dangerous kind. How then can the universities of the world possibly hold aloof and refuse to play their part in the solution of these problems. This challenge to the universities at the present time is, it seems to me, so obvious and so clear that we cannot afford for a single moment to ignore it.