

itinerant vendors of cheap goods and to be found in the shops of the image makers. The copies I speak of are the work of educated artists.

Similarly with ancient literature. Is it not quite possible for a well-executed translation to reveal to the ordinary reader the obvious meaning of the original, and to set before him the author's thoughts in much of their vigour and beauty? It is only the classical scholar of the highest attainments who can enter into the delicacies and fine peculiarities of the language in which the creations of antiquity are given. Such scholars

are exceptionally few. These translations must far surpass the rendering of the generality of students who have devoted years to the study. Is it not possible to find in the reproductions of these learned men a direct path to the learning, the poetry, and the history of the past?—a path which the many who can never distinguish themselves in Greek or Latin may easily follow.

If this be possible, we must inquire for another reason why the Latin and Greek languages continue to hold a fundamental position in academic studies.

*(To be continued.)*

## RELIGIOUS UNIVERSITY EDUCATION.

AN ADDRESS BY PRESIDENT NELLES AT THE ANNUAL CONVOCATION OF  
VICTORIA UNIVERSITY.

THERE are indications in this country and in the United States of an increasing interest in the great work of Christian education, especially of higher or university education. There is a natural alliance between Christianity and intellectual development, and, notwithstanding some apparent exceptions, it may be truly said that the Church of Christ has done more than all other agencies combined for the progress of learning, the quickening of popular intelligence, and the wide diffusion of knowledge.

The great universities of the world have had a religious origin, and have been endowed and built up by Christian beneficence. This holds good of America as well as of Europe. The history of American Colleges is interwoven in the closest manner with the history of the churches of that land. Of this fact we have very prominent

examples in Harvard and Yale, and Amherst, and Princeton, and Dartmouth, in the Wesleyan University, in Brown University, the University of Rochester, the University of Syracuse, Union College, and many other American colleges. The amount of property belonging to the denominational colleges of the great Republic was estimated a few years ago at sixty-eight millions of dollars, and some millions more have since been added, according to one recent statement not less than twelve millions during the past year. These immense donations have led an able writer in the *North American Review* to say that the country has been visited by "an epidemic of liberality" in the matter of higher education. We should be glad to have this disease, like some other infections, find its way across the border. Indeed, there are already some marked traces of such a visitation. It