

ture. To read and study truly great and noble thoughts has a transforming power. In the pursuit of higher education, there is personal contact with great and noble lives whose influence is ennobling and refining. There is the influence also of men who being dead yet speak to us in noble thoughts left to us upon the written page. What a pleasure and delight to hold converse with these men. Can he who is thus refined delight in the presence of that which is coarse and unrefined? Surely not. Then does not higher education produce alienation? Take as an example a musician. Can a thorough musician find pleasure in associating with one who knows not one tune from another? Is there not here alienation? So in every other branch of study. Higher education produces that refinement which holds in repugnance everything unlearned and illiterate.

But higher education exerts another influence besides refinement and that is conservatism. The educational institutions are essentially conservative, anti-democratic. Historic institutions, they adhere to the conservative principles of their past history; they are not easily moved. This conservative influence in which men are nurtured casts upon them

an inflexible mantle which turns aside all innovations. This conservative tendency is a general characteristic. Take for example the English House of Lords. There men represent in a peculiar sense the aristocracy of England. They are the educated class of England, they set the pace in England for national dignity in literature, science and art. They are not supposed to interfere with the lower classes. Thus they represent the learning while the House of Commons represents the masses. Few of the Peers can trace their ancestry for any lengthened period and the qualification for peerage now is education and not wealth. Macaulay attained his distinction because of his literary attainments and not because of birth. So that we have in England these two great bodies, one representing the learning of the realm and the other the masses. Now what is the attitude of the educated towards the masses? It is conservative and anti-democratic. What has been their history? It is opposition to the people. Take the Reform Bill of 1832. The House of Lords strongly opposed it when the representatives of the masses were in favor of it. Take the Home Rule Bill, concerning which the Hon. E. Blake addressed the citizens of Mont-