

benefit, while many with but little of the world's goods have not been backward in doing their share towards the endowment of these seats of higher education. We need go no further than this university to find a most striking illustration of this spirit of liberality and zeal for the cause of education, for this vigorous and rapidly growing university has been built up by the efforts of a single denomination without government aid, by people many of whom were far from wealthy, but who were willing to give freely to the extent of their means in aid of the sacred cause of education.

We are all therefore as one as regards the benefits of higher education, but we are not all in agreement as to what higher education really should include. The minds of most men are still in a state of uncertainty in regard to the proper answer to this question although we have plenty of educationists who stand solidly upon the old ways, while others demand the most radical changes and innovations in the university system. As I do not expect that these questions will be settled until well along in the next century it is hardly necessary to discuss them here, except so far as they touch the theme which is the principal subject of my speech to-day. When the old universities of Europe were founded all the ancient literature of the world was in Greek and Latin, and all the modern books of Europe were written in the latter tongue. Not to know Latin and Greek was therefore not only to be shut out from the glories of the ancient literature, but to be debarred from all modern learning and knowledge of the thoughts of other men. A knowledge of Latin and Greek was an essential feature of education, and it is pleasing to see that these two languages still hold a high and honored place in every scheme of modern education. Yet as every good thing may be abused by misuse the time came when the devotion of the universities to these two languages grew so slavish that education was almost a farce, for the highest achievement of scholarship was to be able to manufacture Latin verses. The time of the scholar was wasted in learning something that could never be of any use to him, and all this was done under the plea that it was a good mental discipline, as if mental discipline and useful learning should ever be divorced from each other in this age when knowledge is so vast and life is so brief.

The universities still consider, and properly so, that no man can be regarded as educated who is not well grounded in Latin and Greek. Let any one who looks at a University Calendar of half a century ago and one of the present day cannot fail to be struck with the wonderful change that has come over the older institutions of learning. During the past three hundred years an English literature has been created far surpassing in volume and in value the literature of the Greeks and Romans. France, Germany, Italy, Spain and even Russia have vastly enlarged the bounds of modern literature and made it necessary for every educated man to have some knowledge of at