SHOULD fail to do justice to my own feeling did I not pause for one moment to acknowledge the kindly greeting which has just been extended to me at the beginning of my life among you. For the words of encouragement which have been spoken, for the assurance of cooperation and support, for the cordial personal welcome, I am more grateful than I can say. The response to such words and to such welcome is not to be made at this time and at this place. It can be given only in the years of service which lie before us.

In choosing a subject upon which I might address you today, I have felt strongly influenced to call to your attention certain conclusions which touch upon that greater interest which is the common bond which brings us together today,—the education of men. In attempting to speak to you of certain phases of higher education, I do not forget in this presence that higher education in this country had its origin in the intellectual hunger and the intellectual aspirations of the early settlers of this city and of this region, and that in addressing you upon any matter connected with education one necessarily approaches a subject to which the most of you have given much thought. Nevertheless, one feels forced to speak, if he speak honestly and with conviction, of that which touches closely his own experience and which concerns deeply, in his view at least, the organization and conduct of public affairs.

It was my fortune some years ago to pass from a university place to that of an executive office of the general government; to go from the work of training students, to men who were recruited almost wholly from the ranks of college graduates. In the attempt to secure for the government service men of the best training, the relation of the educated man to the government, whether as an employee or as a citizen, has been a matter of immediate practical consideration.

There is a saying which is current in the student talk of German universities to the effect that of those who enter the