Innovations are generally unfavorably regarded. The world is such a slave to old ideas and old prejudice that any proposition which tends to the overthrow of established systems is looked upon with suspicion and jealousy and its author with scorn and contempt. But this is an age of progress and improvement. It is essentially a new era in the world's history. New lights are bursting upon the world. The mists of ignorance and error in which it has long been enveloped are fast being dissipated. Truths in every department of life which have for ages been hidden are now being revealed. Old systems and old ideas are being exploded and new ones developed. The spirit of improvement is everywhere displaying itself. The intellect of the age are busy engaged in discovering means for the mental, moral and social advancement of the human race. And every question which affects the interests of man however remote in its nature to existing systems deserves may demand the calm and impartial consideration of all reflecting men. Such is the question which we are to discuss today. It affects the great causes of education and the cause, the most intimately connected with the best interests of mankind and which indeed lies at the very foundation of life. In the Middle Ages when their mental and moral darkness enveloped the world, when the human mind was enslaved and the human heart corrupted by ignorance superstition and vice, when literature and learning were but names and religion a humbug the Latin and Greek languages being then the only medium for the communication of ideas were adopted into the cause of