

strange, indeed, if our educational development were not congruous with our development considered as a whole. Still, it is far from true that this development has been wholly one-sided. On the other hand, it has been measurably harmonious, all things considered. Since 1837 we have made great progress along all the lines of growth,—school grounds and buildings, apparatus and libraries, school books and courses of study, methods of teaching and modes of discipline. Much still remains to be done in all these directions. But all the progress that we have made in the past has not changed our central educational question. That is still what it was in the days of Carter and Mann, Olmstead and Kingsley. And such this question promises to remain. In fact, it is determined, in the long run, by the very nature of education. We can imagine a state of things as existing that for a time will render the material factors of education of more pressing interest than the spiritual ones. But that is an abnormal state of affairs. There is little probability that we shall see it actually existing in the United States. The provision of good teachers will be the vital educational question of the twentieth century, as it has been of the nineteenth century.