

themselves in this connection. Let me attempt to answer them briefly.

The development of universities in this country has created a demand for a kind of professor somewhat different from that demanded by the college. It would not be difficult to describe the ideal university professor, but we should gain little in this way. I shall assume that he has the personal traits that are of such importance in those who are called upon to teach. A man of bad or questionable character, or of weak character, is no more fit to be a university professor than to be a college professor or a teacher in a school. That is self-evident. At least it seems so to me. Leaving these personal matters out of consideration, the first thing that is essential in a university professor is a thorough knowledge of the subject he teaches and of the methods of investigation applicable to that subject; the second is the ability to apply these methods to the enlargement of the field of knowledge; and the third is the ability to train others in the use of these methods. But a knowledge of the methods, the ability to apply them, and the ability to train others in their use, will not suffice. The professor, if he is to do his duty, must actually be engaged in carrying on investigations both on his own account and with the co-operation of his most advanced students. This is fundamental. It may be said, and this cannot be denied, that there is much research work done that is of little value to the world, that, in fact, much of that which is done by our graduate students is trivial judged by high standards. It would be better, no doubt, if every professor and every advanced student were engaged upon some problem of great importance to the world. But this is out of the question in any country. Few men possess that clearness of vision and that skill in devising methods, combined with the patience and power of persistent application that enable them to give the world great results. If only those who can do great things were permitted to work, the advancement of knowledge would be slow indeed. The great is built upon the little. The modest toiler prepares the way for the great discoverer. A general without his officers and men would be helpless. So would the great thinker and skillful experimenter without the patient worker, "the hewer of wood and drawer of water."

Of so-called research work there are all grades. A man may reveal his intellectual power as well as his mental defects by his investigations. But it remains true that the university professor must be carrying on research work or he is failing to do what he ought to do. It is part of his stock in trade. He cannot properly train his students without doing such work and without helping his students to do such work. One of the best results of carrying on this research work is the necessary adoption of world standards. A man may teach his classes year after year and gradually lose touch with others working in the same branch. Nothing is better calculated to keep him alive

than the carrying on of a piece of work and the publication of the results in some well-known journal. This stimulates him to his best efforts, and it subjects him to the criticism of those who know. He may deceive his students and himself—no doubt he often does—but he cannot deceive the world very long. The professor who does not show what he can do in the way of adding to the knowledge of the world, is almost sure to become provincial when he gets away from the influence of his leaders.

Other things being equal, the professor who does the best work in his special branch is the best professor. The universities want leaders. Unfortunately, the number of these is quite limited, and it is not surprising that there are not enough to go round. It is becoming very difficult to find properly qualified men to fill vacant university professorships. Given sufficient inducements and it would be quite possible to "corner the market." There are at least half a dozen, probably more, universities in this country on the lookout for young men of unusual ability. They are snapped up with an avidity that is a clear sign of the state of the market. One of the greatest obstacles in the way of the advancement of our American universities today is a lack of enough good professorial material. Fortunately, the universities are themselves providing the means by which this obstacle may be overcome, though not as rapidly as we should like. That is, however, not the fault of the universities. Some deeper cause is operating. Nature does not seem to supply enough raw material. It is often raw enough, to be sure, but its possibilities are limited.

This, too, suggests another question of deep import for the intellectual development of our country. Do our ablest men enter universities and engage in advanced work? This is a question which it is very difficult, if not quite impossible, to answer. I think it is not uncommonly assumed that they do not; that our ablest men, our best thinkers, are not in the universities. It is often said that they are in the law or in business. It may be. Certainly the great jurists and the great business men seem to be relatively more numerous than the great university teachers. I should not think it worth while to touch upon this subject were it not for the fact that recently the suggestion has been made that some of the men who become great in other lines might be induced to enter the academic career if only sufficient inducements were offered. The proposition is that a marked increase in the emoluments of professors would tend to attract some of the best material from other fields. I do not feel sure of this. In any case, the subject is hardly worth discussing. Whatever improvement is to come will come slowly, and this is fortunate. A sudden increase of the salaries of the leading professors of this country to, say, \$10,000 or more, would not suddenly change the status of these professors among their fellow men, and, while the professors might be pleased, and probably would be, the main question is,