

primary schools, is to have a sufficient number of good secondary schools. On this point I quote again Dr. Tappan: "We are no more to wait for universities to grow up as the last result of a ripe civilization, than we are to wait for railroads, steamships, manufactories, commerce, and the perfect form of all the industrial arts, as such a result. On the contrary, we are to create all as early as possible, to hasten on civilization."

Now, the deduction I make from the organic position of the university in a public school system is this: The invigoration and perfection of the school system as a whole, are dependent on the influences that descend from the head and brain of the system. "Progress," says a French author, "is propagated from above downwards, and this even to the furthest limits; for science never ascends."

Would we have what is best in education incorporated into the countless primary and secondary schools, the most economically and the most surely? Then whatever is best in educational history, theory and practice, must be organized and taught in the university.

2. In the second place, the university is the only source from which the State can be supplied with a sufficient number of highly educated teachers. With respect to the supply of teachers, a good working rule is this: *a teacher for a school of a given grade should be educated in a school of a higher grade.*

The reasons for this rule are so apparent that I need not dwell on them at any length. Of these things there can be no doubt; a teacher should know considerably more than he expects to teach; the influence of the teacher should be an open invitation to the pupil to higher walks in the intellectual life. All true education is an inspiration. Now, if the rule I have stated is a just one, it

follows that the secondary or high schools of a State require a considerable body of teachers who should have a university training. And such teachers must be far more than mere scholars. If really fitted for their places, they should be masters of the educating art; and to this end, they should have been instructed in the theory, the history, and the art of education. Such men and women occupy places of great influence and responsibility; and their training should make it easy for them to handle educational questions with philosophic insight and with judicial fairness. Such culture requires high scholarship, and the free and serene air of university life.

3. In the third place, public schools have the right to be sheltered from the errors and vagaries of empirics and mere enthusiasts. "Progress," it has been said, "is not a force that acts by fits and starts, but is a logical and graduated evolution, in which the idea of to-day is connected with that of yesterday, as the latter is to a still more remote past."

The double misfortune of the present state of things is, that the greater part of those who have the direction of educational affairs are without any proper degree of professional competence; and so are the easy victims of what is novel, or of what is pressed on their attention by the arts of declamation.

Educational hobbies are epidemic, and the evils that come to the schools from this source it would not be easy to exaggerate. My thought is this: if we would grow into a mode of educational progress that has an historic continuity, there must be a recognized source of opinion that has been formed under the best possible conditions. These conditions are supplied only by the highest institutions of learning.

4. The educating art, when rightly conceived, has all the essential marks