

that are tributary to this composite science. The teacher deals directly and principally with mind; then, if his processes are to be made rational, their basis must be sought in psychology. But mental action involves physical conditions, and so physiology must be brought under contribution. The power developed by mental training must be brought under the control of motive, and so the science of ethics must be consulted. The organon, or teaching instrument, is language, employed as the medium of communication; and logic becomes an element in the new science. This is not all, but is enough to prove that this one aspect of educational study, the scientific, furnishes all the material required for the most competent and the most diligent professorship. The real difficulty in the case is not at all where many have supposed it to be,—in not finding enough to do; but rather in being so overwhelmed with the vastness of the field as not to know what to do first. Should any one suspect that these lines are too broadly drawn, he may consult the synopsis of lectures given in the University of Edinburgh, by Professor Laurie, and in the University of St. Andrews, by Professor Meiklejohn.

In further illustration of the field to be cultivated by the university study of education, perhaps I may be allowed to name the courses of instruction now given in the University of Michigan. These are five in number, of a semester each, as follows: 1. Instruction in the art of teaching, the purpose of which is to give pupils correct notions of the best current methods of doing ordinary school work. 2. A course of instruction in the principles of teaching, and the doctrines of education. 3. Instruction in school supervision and general school management. 4. Pedagogical seminary for the discussion and investigation of special problems in

Educational Philosophy and History.  
5. The History of Education.

I may add that attendance on these lectures is voluntary, and that the number of students electing this work has been nearly uniform from year to year, the average for each year being about sixty-five. The purposes of a university professorship of education are implicated in what has preceded; but these should now be more articulately defined:

1. The university may, with great propriety, be called the brain of a complete system of public instruction. Historically the university preceded by centuries the primary school.

The very highest institutions of learning were organized first; then followed, in process of time, the secondary schools; and finally, but only after a very long interval, the primary schools. In England, the great universities of Oxford and Cambridge date from the twelfth century; the great Public schools like Harrow, Winchester, Eton and Rugby from the fourteenth and fifteenth centuries; while the English public elementary school was founded in the lifetime of this generation.

In this country a tax was levied for the support of Harvard University in 1636; but it was not till eleven years afterward, in 1647, that funds were appropriated for the establishment of common schools.

It is a popular illusion to suppose that the primary school must support the secondary, and the secondary school call into being the university. The first in time, the first in rank, and the first in necessity, is the university. These three grades of schools may be founded simultaneously, as in our Western States; but the logical pre-eminence of the university is still maintained. In other words, the condition of having good secondary schools is to have a good university; and the condition of having good