

under one central administration. There is an urgent demand for just such an institution. A few of the American universities are approaching this ideal. Is there not room for a national university which shall be to the world the exponent of the highest American educational ideals? We can accelerate the movement in this direction by acknowledging the desirability of such an institution, and by encouraging our graduates to seek such schools for their advanced work.

While it is possible to keep students too long under college instruction, on the other hand there is a danger lest they skip the college course and enter at once upon professional work. This is worthy of serious consideration. Our high schools are becoming efficient factors in our educational system. They are rapidly approaching a high standard of excellence. Technical schools with their practical courses of instruction hold out tempting inducements to our youth. What shall become of the college? If standards for entrance are raised too high and requirements for a liberal education are made too rigid we may look for a falling off in college attendance unless, as President Eliot suggests, the college course be limited to three years instead of four.

Urgent practical demands are usually detrimental to high standards of culture. The professions have already too many representatives who lack in sound judgment and broad views of life. These men have as a usual thing taken up technical study without a liberal discipline. It is a source of deep regret that even now some professional schools admit students upon a high school certificate. A large number of such institutions shorten their course of study for the college graduate. This cannot result in anything but second-class professional men and women. Admitting the practical necessity which urges students to enter professional life without taking a thorough college training, from an educational standpoint it is most unfortunate that such a thing is possible. Is it any wonder that our system of education is called superficial when it is possible for a high school graduate in three years to become either a recognized minister to spiritual needs, custodian of the physical welfare of the diseased, or a defender of justice in our regular courts? Should not professional study be graduate study?

To conclude: If our system of education is to occupy a foremost position among the world's educational forces we must have a real co-ordination of all the elements of which it is composed. The basis of this co-ordination must be *quality*, not quantity of work. The college must recognize its function and make good its claim to universal support. Professional schools, technical schools, and graduate schools must lend assistance in the grand upward movement. Colleges must cease doing superficial graduate work. Students must be inspired to achieve great things. Only with primary, elementary, and secondary