

give instruction. The Graduate Schools of this country offer comparatively little formal discipline in the science and art of teaching, though the majority of students who are taking courses in these Schools intend, sooner or later, to become teachers. But on the whole it is perhaps altogether proper that things should be as they are. If the Graduate School has done its primary work and its students have received the spirit of investigation and have felt the inspiration that comes from fruitful research, it has accomplished more toward making successful teachers than any amount of formal instruction looking toward that end could do. The teacher who makes students feel that his subject lives must be an investigator, something more than a mere compiler of opinions and results. The Graduate School above all things helps him in this. The aid it offers in research is threefold. In the first place its instructors offer courses of lectures embodying the results of their own work before these results have been made public in printed form. Here it is also possible for the student to have personal and sympathetic conferences with men of great eminence in different departments and to be guided by these men and thus be carried at the best advantage to the very border-land of discovery. But the discovery must be made by the student. He alone can do his own "original work." Frequently instructor and student are engaged in research along the same lines and are associated most intimately. I recall having been told by a friend that in one course which he took at a leading American University it was not unusual for the instructor to announce that the three or four men taking the course must be prepared to occupy the hour on the following day with results of their investigation in case his own was not fruitful. It is by no means infrequent for students to carry their research along particular lines farther than have any of their instructors. In fact this is necessary in order to do "original work," and in no way detracts from the value of the assistance offered by capable instructors. In the second place the Graduate School offers for the use of investigators collections of valuable books and documents arranged in the most convenient manner. In the third place it offers the latest and best things in laboratory appliances. The use and value of well-equipped libraries and laboratories is so obvious and well understood as to need no further remark.

A brief sketch of the Graduate School as it exists has been given, and it now remains to develop the relations existing between Graduate and Undergraduate study and to briefly