

best thought that can be put into printed pages, in the most skilful form that genius can contrive, under the great stress of competition to produce the most excellent, is none too good to help out and supplement the teaching abilities of the average teacher, and give life and reality to the subject taught. Such books can be produced only where there is the freedom of an open and ambitious competition, and where, without fear or favor, merit shall win, and where the rewards of success are worth this intense striving. And every publisher knows to his dear cost how much oftener he fails than succeeds, even under this condition.

The part of the publisher is both to follow and to lead, to supply the want that exists and to create a new and better want. The first and obvious duty of the publisher is to supply the existing demand, and this in a way takes care of itself. The publisher's second and higher duty is constantly to watch the steps of educational progress and provide books which will, at the same time, create and fulfil a better and higher demand; and, stimulated by an ambition to lead and excel, this the progressive and live publisher is always doing. The editorial department of a well-organized publishing house keeps a close watch over educational tendencies, the development of this or that educational theory, the exemplification of this or that phase of teaching, the doings of this or that particular group of enthusiastic, growing teachers. It is easy to see what a close relation must exist between the editorial department and the teaching world to be able to form a correct judgment of the hundreds of manuscripts that are presented for inspection.

This is an age of great transition, and in no department of life's work is transition so evident as in methods of

teaching. The present tendencies and transitions, wise and unwise, old and new, are sifted, put into form, and given to the educational world by such epoch-making reports as that of the Committee of Ten, the Committee of Fifteen, the Committee on Rural Schools. The editorial department must be in close touch with these reports, with the doctrines contained, with the philosophy preached, and must seek to materialize them in such a way as to make them usable in the schools.

Publishers study the educational sentiment and crystallize it into definite shape, providing text-books having a common basis; thus tending to assist in unifying the educational interests of the whole country.

Whatever interests educators, interests publishers; the same problems confront both; both should be equally alert, active and ready to take up improvements; if anything, the interest of the publisher is keener in these improvements than the interest of any individual. Unless the publisher plans wisely, his whole capital is jeopardized. Unless he keeps in touch with the newest and best educational thought, embraces the good and brings it to the front, and makes his house the headquarters for the best that is to be had, he loses prestige, he loses business, he loses profits, and must inevitably go to the wall in time. Hence, apart from any higher motives, the publisher is compelled by his pecuniary interests to keep to the forefront of educational progress.

The course of text-book publishing is an evolution, following closely the trend of educational discussion. Your deliberations here to day, determine the text-books of to-morrow. The publisher is a clearing house of educational ideas. A superintendent in a good place may do much by his individual effort. He preaches his