

"We learn by teaching" is of course true, but it is folly to expect that effective instruction can be given by one whose mental range is no more comprehensive than the course of study through which he guides his pupils. A teacher who does not lead his students from the vantage ground of superior attainment is not likely to inspire those under his guidance to large and worthy achievements. Recent observation shows that vacant college positions are in nearly every case being filled by those who have done creditable graduate work. The spirit of competition is so strong that trustees of these institutions are obliged to engage men and women especially qualified for their work. It is a case of the survival of the fittest, and effective institutions of learning cannot be built up in any other way.

2. Extending the discussion still further we ask, "What is the specific relation of graduate study to the College?" The purpose of a college course is to survey the field of thought in such a way as to give a broad culture and thorough discipline. In other words the function of a college is to give a liberal education which shall result in the most systematic and complete mental development of its students. So considered the college has a noble mission to perform. Under the inspiration of such an ideal this institution of learning is second to none of the existing agencies for the uplifting of mankind.

President Warfield labored under a misapprehension when he said "A well-tested college ought to grow into a higher school." * Is not the best equipment, the most complete organization, the most thorough instruction necessary to give young men and women an insight into the problems of life? Why should not a well tested college remain such instead of becoming an untested higher school? Why should colleges become more than colleges? Since there is a natural demand for such work as the college is supposed to do, why leave such an important field? Why should not the college ideal be realized? Why should not the college by strict application to its particular function thus lift itself into a higher place of dignity and respect? It is current opinion at some educational centres because the elective system has been introduced, the institution must go on and offer highly specialized courses. There is in the Western States an urgent need of first class undergraduate work. The altogether foolish ambition of many of our colleges and so-called universities in attempting to offer graduate courses has resulted in making our degrees a subject of jest and ridicule by older and better established institutions. Has the time not come for making our colleges more efficient in the lines of work which they may legitimately undertake? Shall our methods be longer subject to this criticism? We gain nothing by attempting the impossible. To see our limitations and thus co-ordinate our working forces is to be in a position to effectually serve our day and generation. But to be misguided by a false ambition and attempt the impossible is to imperil the future welfare of those whose destiny circumstances have placed in our hands. The latter course is fraught with danger and difficulty.

* Education, February 1895.