

what I know of the present state of educational science, and from what physicians have told me of the present state of medical science, I am convinced that there is a larger body of valid scientific truth within the reach of the teacher than within the reach of the physician. That is, if teachers would learn and use the principles within their reach, there would be less empiricism in teaching than in medicine. I think there cannot be a doubt that the fundamental principles of psychology are as well settled as the fundamental principles of medicine.

The strangest feature in the case, however, is still to be noted: Although certain laws of mental life have been known since the days of Plato, and although succeeding centuries have confirmed them and added to their number, it is only now that even a beginning has been made in the deductive application of these laws to mental training. In our profession this is the great need of the hour: and the place of all others, and even the only place, where this work can be systematically prosecuted, is the university chair of education. This it seems to me, should be its characteristic function.

6. With my present opportunities, I have often asked myself which would be the greater privilege, to address my instruction to professional teachers, or to the general student. When I reflect on the direct purpose of my chair, I conclude that the professional teacher should be the elect object of my efforts; but when I reflect on the following words of Herbert Spencer, I am in grave doubt. "No rational plea," says Mr. Spencer, "can be put forward for leaving the art of education out of our curriculum. Whether as bearing upon the happiness of parents themselves, or whether as affecting the characters and lives of their children and remote descendants, we must admit that a knowledge

of the right methods of juvenile culture, physical, intellectual and moral, is a knowledge second to none in importance. This topic should occupy the highest and last place in the course of instruction passed through by each man and woman.

*The subject which involves all other subjects, and therefore the subject in which the education of every one should culminate, is the 'Theory and Practice of Education.'*"

This extract furnishes the occasion for a large amount of serious thinking; and though there may be hesitations between the two classes of auditors we might prefer to address, one thing is beyond dispute: Education, as a branch of general university study, is of at least co-ordinate importance with conic sections, sanscrit, geology, and many others that might be mentioned. If we were to rank subjects on the basis of their direct bearing on the individual interests of men and women in general, there can scarcely be a doubt that education would fall but a little below the head of the list. The university recognition has long been given, and is generally given, to subjects of far less relative importance, is a phenomenon in scholastic history. The exception is the more singular, from the circumstance that this subject is the basis of one of the most widely practised arts; and even still more singular, from the circumstance that the great body of professional teachers have been indifferent to the university study of a subject in which they may reasonably be supposed to feel a deep and peculiar interest. From the standpoint of the general public, this phenomenon admits of an easy explanation; as people in general have so little positive knowledge on the subject of education, they conclude that a professor of education would be without substantial functions, without, in fact, anything to profess.